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	1961 Spring Quarter Opens	1961 Summer Quarter Opens
The Southeast Missouri State College President Mark F. Scully Cape Girardeau	(Sem. Basis)	June 1
The Central Missouri State College President Warren C. Lovinger Warrensburg	March 8	June 8
The Southwest Missouri State College President Roy Ellis Springfield	March 8	June 1
The Northwest Missouri State College President J. W. Jones Maryville	(Sem. Basis)	June 12
The Northeast Missouri State Teachers College President Walter H. Ryle Kirksville	March 6	June 4

INKS

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THE COVER

The new headquarters building of the St. Louis Suburban District Association shown on our cover was dedicated November 20, 1960. Eric M. Hohn, executive secretary of the Association, says it is the first such building to be built by an urban teachers group in the United States. (See "Another First for Missouri" on page 6).

Send all Contributions to the Editor

General Officers: Adah Peckenpaugh President, Clinton; Ward Barnes, 1st V. Pres., Normandy; Myrtle Green, 2nd V. Pres., Kansas City; Marion S. Schott, 3rd V. Pres., Warrensburg: Everett Keith, Columbia, Secretary-Treasurer; Inks Franklin, Columbia, Assistant Executive Secretary, Editor, School and Community, Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

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by Dr. Robert F. Karsch

The story of Missouri for upper grades and junior high schools contains text of the State Constitution and explanatory teaching materials. Chapters on: How Missouri Became a State, Missouri Cities, Famous Missouri ans, Industries, Education, Recreation, How Laws are Made and Administered, Courts and Judges, Elections, the Constitution, Changing the Constitution, Price \$3.50 net for a single copy.

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WRITE: DIRECTOR OF SUMMER SESSIONS

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FILM OF MISSOURI

A new motion picture titled "Missouri—A Living Portrait," is being distributed by the Resources and Development Commission.

The full color and sound 16mm. film, with a running time of approximately 24 minutes, points up the recreational, cultural and historical aspects of the state. A prologue is given by Missouri's famous painter, Thomas Hart Benton.

The film is available without charge from the Missouri Resources and Development Commission, Jefferson City, Mo.

FREE TAPES, SCRIPTS AND TRANSCRIPTIONS

The seventh annual edition of the "Educators Guide to Free Tapes, Scripts and Transcriptions" lists a total of 465 free audio aids.

The annotated entries are crossindexed by title, subject, source and availability.

The guide is published by the Educators Progress Service, Randolph, Wisconsin. Price. \$5.75.

SOUTH AFRICAN TRADITION

South Africa is a land of many contrasts—from the Stone Age tribes of the desert to the Atomic Age scientists who work with uranium and the cyclotron. An interesting, illustrated account of its culture and art is contained in "The South African Tradition."

Copies are available without cost from the Information Service of South Africa, 655 Madison Avenue, 12th Floor, New York 21, N. Y.

TEACHER'S SEWING TEXT

Home economics teachers will find many useful hints for teaching sewing in "Teacher's Textbook of Machine Sewing."

Six supplementary Student's Manuals cover such areas as "How to Care for and Regulate Your Sewing Machine," "Straight Stitch Machine Sewing," "Elementary Stitching Procedure and Projects," "Sewing Machine Attachments" and two manuals on "Zigzag Sewing."

Teachers may request a Teacher's Text and one set of Student's Manuals for review from the Educational Department, Singer Sewing Machine Company, 149 Broadway, New York, New York.

ARGENTINA

Facts, figures and pictures of the southernmost republic of the Western Hemisphere are contained in the American Republics Series book on "Argentina."

"Argentina" is available from the Pan American Union, Sales and Promotion Division, Washington 6, D. C. Cost. 25 cents.

SUPPLEMENTARY MATERIALS

"Free and Inexpensive Educational Aids" is designed to aid students, teachers and audio-visual directors in selecting supplementary materials for their classwork. More than 1,500 items are organized in 59 categories. Each entry explains the manner of presentation, quality of contents and grade level.

The book was compiled by Thomas J. Pepe, superintendent of schools in Southbury, Conn. It is available from Dover Publications, Inc., 180 Varick St., New York 14, N. Y. Price, \$1.35.

TEACHING GUIDE FOR EARTH-SPACE SCIENCE

A comprehensive teaching guide for the "Earth and Space Science Course" has been prepared by the Pennsylvania Department of Public Instruction and reprinted by the National Aviation Education Council.

The guide suggests topics, methods of handling them and understandings which the students should have. It also recommends activities and supplementary reading materials.

This useful guide is available from the National Aviation Education Council, 1025 Connecticut Ave., N.W., Washington 6, D. C. Price, \$1.

WORLD AFFAIRS INTERCOM

A shortcut to information on world affairs is available through "Intercom," a monthly information service magazine.

"Intercom" serves as a complete world affairs research staff. It condenses news of world affairs; tells about books, pamphlets, study materials, documents and reports; suggests where to get speakers; and helps plan programs.

It is available from the Foreign Policy Association-World Affairs Center, 345 East 46th Street, New York 17, N. Y. The teacher subscription rate is \$3.



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-George William Curtis

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FEBRUARY

- 2 Department of Classroom Teachers South Central Regional Conference, San Antonio, Texas, Feb. 2-4. 1961
- 11 Secondary School Principals National Convention, Detroit, Mich., Feb. 11-15, 1961
- 19 Brotherhood Week, Feb. 19-26,
- 23 United Business Education Association Convention, Chicago, Feb. 23-25, 1961

MARCH

- 3 Missouri Association Educational Secretaries Workshop, St. Louis, March 3-4, 1961
- 10 Northeast District Teachers Meeting, Kirksville, March 10, 1961
- 11 American Association of School Administrators Regional Meeting, St. Louis, March 11-14, 1961
- 12 Supervision and Curriculum Development Association Convention, Chicago, March 12-16, 1961
- 16 Southeast District Teachers Meeting, Cape Girardeau, March 16-17, 1961
- 18 Elementary School Principals National Meeting, Atlantic City, N. J., March 18-22, 1961

APRIL

- 2 Association for Childhood Education International Study Conference, Omaha, April 2-7, 1961
- 4 American Industrial Arts Assn. Convention, St. Louis, April 4-7, 1961
- 4 Council for Exceptional Children Convention, Detroit, April 4-8, 1961
- 5 National Council, Teachers of Mathematics Convention, Chicago April 5-8, 1961
- 16 National Library Week, April 16-22, 1961
- 20 Association of School Business Officials of Missouri, Spring Conference, Elms Hotel, Excelsior Springs, April 20-22, 1961
- 24 Audio-Visual Instruction Dept., NEA, Convention, Miami Beach, Florida, April 24-28, 1961

IUNE

25 National Education Association Convention, Atlantic City, June 25-30, 1961

NOVEMBER

Missouri State Teachers Association Annual Convention, St. Louis, Nov. 1-3, 1961



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STATE INCOME TAX **DEDUCTIONS**

The Missouri State Department of Revenue follows the general practice of allowing the same deductions for educational expenses that are allowed by the Internal Revenue Service of the federal government.

Teachers should keep the above in mind when making out their state income tax returns.

BOND ELECTIONS

Republic: approved a \$265,000 issue Dec. 13 to construct a 12-room building for high school or junior high use and a 4-room grade school.

ANOTHER FIRST FOR MISSOURI

The state in which the first state teachers association building in the world was built in 1927 is now the home of the first suburban teachers building in the United States.

Eric M. Hohn, executive secretary of the St. Louis Suburban Teachers Assn., which dedicated its new headquarters November 20, says the building is the first of its kind.

A one-level structure of 2,100 square feet, the building is located on a tract of almost two acres at the intersection of Lindbergh Boulevard and New Olive Street Road in Creve Coeur.

Offices of the Association and its Credit Union are located there, and an office is provided for the agent of its insurance program. Also included are a large conference room, a printing and mailing workroom and a large general clerical office.

The building is heated by a forcedair gas furnace, and it is completely air-conditioned. Paved parking is provided for 50 cars with a wide 300-feet driveway leading from the entrance on Old Olive Street Road.

The St. Louis Suburban Teachers Association, organized in 1947, is an outgrowth of the St. Louis County Teachers Association which dates from 1903. Membership this year will approach 5,800.

Dr. Norman R. Loats, assistant superintendent at Riverview Gardens, is president of the Association.

Financing for the new building was provided by the sale of non-interestbearing debentures in denominations of \$10 and \$25 to Association members. The debentures will be redeemed in ten years or when the holders die or retire. Many teachers have indicated their debentures are to be gifts.

Mr. Hohn says the project has attracted much attention among similar teachers associations across the country.

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An automobile accident hospitalized Mrs. Norman for 97 days. She writes, "I have received \$1,713.53 for hospitalization, drugs, doctors, and ambulance and, in addition, \$1,192.86 in salary protection."

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School Salary Schedules
by Dr Marin Shamberye

The average salary of Missouri teachers, principals and supervisors for the 1960-61 school year is \$4,800, or \$263 above 1959-60, based on a study by the Association's Research Division. For classroom teachers the current salary was found to be \$4,690 compared with \$4,430 for the previous year, an increase of \$260. Approximately 900 additional teachers were employed for this school year.

To determine current practices regarding salary schedules, superintendents were asked if the school district had a salary schedule. They were requested to provide copies of salary schedules.

As in earlier studies, among districts maintaining high schools, salary schedules were found most often in schools classified AAA. They were reported least often in schools having A and Approved classification.

Of the 100 districts maintaining high schools and having AAA classification, 91 reported salary schedules, six reported they did not have salary schedules, and no report was received from three districts. Of those reporting, 94 per cent have salary schedules.

Replies were received from 58 of the 66 districts maintaining high schools and having AA classification. Thirty-three, or 57 per cent of those reporting, have salary schedules. Twenty-five do not have salary schedules.

Information was received from 257 of the 306 districts classified A which maintain high schools. Seventy-eight of those reporting, 30 per cent, have salary schedules. One hundred seventy-nine do not have them.

Of 64 districts maintaining high schools and classified Approved, 43

replied. Eleven, or 26 per cent of those reporting, have salary schedules. Thirty-two do not have them. No information was received from the three Unclassified districts which maintain high schools.

Information was supplied by 57 six-director districts maintaining only elementary schools. Twenty-two, or 39 per cent, of those reporting, have salary schedules. Those reporting may be assumed to be the larger districts.

Although slightly less than onehalf of the districts maintaining high schools report salary schedules, more than two-thirds of the teachers in Missouri are employed in districts with salary schedules since a majority of them teach in districts classed AAA.

Nature of Schedule. Most of the

schedules reported are single salary schedules with teachers of comparable preparation and experience paid the same in elementary and secondary schools regardless of sex. Salaries usually are based on the level of preparation. This is measured by the number of college hours or degrees and the years of experience in the district or credited for teaching elsewhere. The number of classes based on preparation range from two to 13. The most common number of classes is three, and few schedules provide for more than

A few schedules, based only on preparation and which provide no increment for experience, are not shown in the tabulations. While some districts have schedules that are not fully implemented, the pres-

Table I. Distribution of Minimum Salaries for Bachelor's and Master's Degrees by Classification of Schools

	AAA S	chools	AA Sc	hools	A, App. & E	I. Schools
Salary to Nearest \$100	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree	Bachelor's Degree	Master's Degree
\$4,900	44474	1	week.			
4,800		2		etters.		
4,700		1				
4,600	1	6				
4,500	2	8				3
4,400	1	8		1		
4,300	5	1		1 -	1	2
4,200	13	10	1	*******	******	
4,100	4	7	-	2		2
4,000	8	6	1	4	2	5
3,900	3	6	1	3	4	6
3,800	9	11	3	3	4	4
3,700	8	9	1	2	1	6
3,600	11	4	4	4	9	4 6 1 6 7 5 3 1 2
3,500	8	2	2	3	3	6
3,400	6	ĩ	7	3	1	7
3,300	2	1	1		9	5
3,200	2		5	1010	6	3
3,100					6	1
3,000	1		44(11)	100-	4	2
2,900		MARCON.	801217		- 2	2
2,800	Ryelly		******	******	3	-
2,700	News.				2	
2,100	1.00-14	equi	200-2	erma-		-
Number of						
Schedules	84	84	26	26	55	55
Median of Minimum	\$2 705	4.090	2.450	2 790	9 209	2 650
Salaries	\$3,795	4,080	3,450	3,780	3,323	3,659

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Minin
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Table minimum lor's and school Class A

Table

\$7,500 & 7,400 7,300 7,200 7.100 7,000 6,900 6,800 6,700 6,600 6,500 6,400 6,300 6.200 6.100 6,000 5,900 5,800 5,700 5,600 5,500 5,400 5,300 5.200 5,100 5.000 4,900 4,800 4,700 4,600 4,500 4,400 4,300 4.200

4,200 4,100 4,000 3,900 3,800 3,700 3,600

Number Schedul

Maximu Median Maximu

Lowest

FEBR

ent maximum salaries paid are treated as maximums in order to reflect current practices. A schedule based on teacher evaluation is not included because of the multiple maximums.

Minimum and Maximum Salaries. Summary tables have been prepared to show the minimum and maximum salaries and the size and number of increments for Bachelor's and Master's degrees in 165 salary schedules.

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Table I shows the distribution of minimum salaries paid at the Bachelor's and Master's degree levels by school classification. Shown with Class A districts are the schedules of six Approved schools and of 11 six-director elementary districts. The median of beginning salaries for the Bachelor's degree is \$3,795 in AAA schools, \$3,450 in AA schools and \$3,323 in A schools. The medians of beginning salaries for the Master's degree are \$4,080, \$3,780 and \$3,659 for the AAA, AA and A schools respectively.

The distribution of maximum salaries for Bachelor's and Master's degree levels by school classification is shown in Table II. The median of maximums for the Bachelor's degree is \$4,591 in AAA schools, \$4,084 in AA schools and \$3,800 in A schools. For the Master's degree the medians

of maximums are \$5,076, \$4,350 and \$4,136 for the AAA, AA and A schools respectively. Maximum salaries are important in retaining teachers, and they indicate what a career teacher can expect to receive.

Most salary schedules provide for increments for each of a given number of years of satisfactory teaching in the school system. Teachers at the higher levels of preparation are usually given more increments. While the pattern of increment varies, if increments are not uniform, the larger ones often are given first followed by smaller ones. A few schedules provide for an additional increment after a period of 20 or 25 years of service.

Table III shows the number of increments at Bachelor's and Master's degree levels by classification of schools. Increments range from \$10 to \$300. The most common increment in all types of schools is \$100.

While complete information on operation was not provided for all schedules, certain general practices may be noted.

Placement on Schedule. It is customary to grant some credit to an experienced teacher for teaching experience in other school systems. A few schools will grant full credit for as much as six or seven years. Usually, less than full credit is granted for teaching experience in other districts and for a specific number of years. Some schedules provide for an evaluation of experience with credit granted accordingly.

Quality of Teaching Service. With satisfactory teaching, a teacher is normally advanced from one step on the schedule to the next. Some schedules state that satisfactory work is a condition for advancement or that increments may be withheld for unsatisfactory work. Some provide that additional increments may be granted for unusual contributions.

Requirements for Additional Preparation. A major purpose of salary schedules seems to be the upgrading (See Salary Schedules, page 47)

Table II. Distribution of Maximum Salaries for Bachelor's and Master's Degrees by Classification of Schools

Salary to Nearest \$100	Bachelor's Degree	Schools Master's Degree	AA Sc Bachelor's Degree	hools Master's Degree	A, App. & E Bachelor's Degree	I. Schools Master's Degree
\$7,500 & over		7				
7,400	*****	1	ANDERS			
7,300	140000	î	Accessor		Miles	
	3	4	*****			
7,200			*****			
7,100	2	2	*****	model		*****
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6,900	2	2	213164	-		
6,800	1	1	300000			
6,700	2	1				
6,600	1		M11111			
6,500	1			2		
6,400	2		861414	_		1
6,300	3	1	1			
6.200	1					1
	1	1	*****	*****		1
6,100	1	1	*****	hanne.		
6,000	5.070+1	3	\$6.000	1910/08	in our	
5,900	*******		*** 1**		1	1
5,800	2	2	104614		1	
5,700		41000	600.00		1	
5,600		2				1
5,500	1	3	1			
5,400		2			1	
5,300	3	2				2
5,200	2	1				2
5,100	1	4	******	1	1	1
5,000	1	4				1
	and the same of	******	******	1	2	2
4,900	4	3	*****	1		kraso
4,800	2	7	******	3	*****	2
4,700	2	6	Accord	2		1
4,600	5	4	2	*****	3	
4,500	4	5	3	1	3	1
4,400	4	4	3	2		2
4,300	2	4		2	2	3
4,200 .	10		1	3	2	5
4,100	1	4	3	1	1	6
4,000	8	1	U	2	î	4
3,900	2	3	2	2	6	3
3,800	4	0	3	2		6
		*****	0	2	5	
3,700	3	22255	2	******	3	1
3,600	2	30000	2	1	4	4
3,500 & less	4000		3	*****	18	6
Number of						
Schedules	84	84	26	26	55	55
Highest						
Maximum	\$7,200	8,200	6,300	6,500	5,900	6,400
Median of						
Maximums	\$4,591	5,076	4,084	4,350	3,800	4,136
	,		****		,	.,
Lowest Maximum	3,600	3,900	3,400	3,600	3,000	3,200
	0,000	0,000	0,100	0,000	0,000	0,200

Adolescent **Behavior** Changes In Industrial **Arts** Classes

by Walter L. Ambrose Hadley Technical High School St. Louis

STUDIES OF ADOLESCENCE stress the characteristic intellectual developments of the period. High school teachers note that subject matter too difficult for freshmen is easily learned by the same pupils when they are seniors.

There seems to be an increase in judgment, reasoning, comprehension, speed of performance, memory and concentration. Some of the observed increase in mental power is doubt-

less due to the piling up of experience and knowledge.

By the end of the eighth grade a child has accumulated a store of basic information and has reduced many simple skills to an automatic level. He has acquired meanings for about ten thousand words and thus has a vocabulary with which to

Several mathematical skills have become habitual, many elementary scientific facts have been thoroughly absorbed, and there has been considerable experience with cause-andeffect relationships. The childhood years thus may represent a gradual development of experience to serve as a basis for more complicated thinking.

In many curves of learning long plateaus cover periods during which basic skills are being acquired. At the end of such plateaus there is usually a sudden and marked rise in learning rate. Presumably this is because of the coordination of simple skills and not because of any neurological development in the learner. This integration of experience, with childhood serving as a plateau, is perhaps one cause of the relatively rapid intellectual development during adolescence.

An analysis of the objectives of any subject will indicate that behavior changes are the desired result. The student's behavior after completing a course should be different than when he began. If this is not the case, learning probably has not occurred. For example, if esthetic appreciation is accepted as an aim of industrial arts, then the student who has studied about the various types of textiles will be expected to behave differently when he enters a home which has a beautiful oriental rug on the floor. He looks at the rug in a different way. He may even wish to feel the tex-

The teacher should look at each objective and ask himself, "Just what behavior changes do I expect from my students?" This is a step which cannot be ignored if concrete

and tangible results are desired from each of the accepted objectives. Too frequently, aims and purposes remain vague and unattainable because their significance is not disclosed by a searching study of required behavior changes.

industrial arts at Hadley Technical high school.

Objective: To explore industry and American industrial civilization in terms of its organization, raw materials, processes and operations, products and occupations.

Expected behavior changes:

- 1. Students will be familiar with the organization of industry and relate the personnel organization of the industrial arts to similar systems in industry. Their cooperation in the personnel system will in-
- 2. They will read more intelligently about industry and industrial products. The choice of their reading will be affected.
- 3. They will recognize industrial methods and will attempt to apply them in the school shop.
- 4. They will visit industries wherever possible to learn about methods, products, etc.
- 5. They will recognize various raw materials and talk about their sources, transportation and processing with the class.
- 6. They will read and talk about the various occupations within an industrial field. A tentative choice of an occupation may be made.
- 7. They will discuss occupations with the teacher, friends and parents.
- 8. They will choose materials wisely because they are acquainted with their uses by industry.
- 9. They will read about and interpret the problems of management and labor more intelligently.
- 10. They will seek information about new developments in industry.

Objective: To develop recreational and avocational activities.

Expected behavior changes:

1. They will read such magazines as "Popular Mechanics," "Home

The following objectives are used in the first semester of ninth grade

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2. They will ask advice on how to carry on constructive activities out of school.

3. They will become interested in, and will engage in, one or more constructional hobbies.

4. They will spend spare time in the shop either in school or at home.

5. They will ask questions and talk about their hobbies.

6. They will consult catalogs for information about their hobbies.

They will contribute to class discussions with information gained from reading along lines of their interests.

8. They will take the initiative in visiting industries along the lines of their interests.

9. They will make the acquaintance of, and form friendships with, others having similar interests.

10. They will develop home workshops.

 They will suggest and work on projects related to their hobby interests.

Objective: To increase an appreciation for good craftsmanship and design, both in the products of modern industry and in artifacts from the material cultures of the past.

Expected behavior changes:

 They will recognize good design and apply such knowledge in the construction of projects.

They will appreciate good design in artifacts and will show such appreciation in speech and actions.

They will recognize and appreciate period pieces.

 They will recognize the place of "streamlining" in design and will apply it correctly in developing projects.

5. They will re-design projects to improve their appearance and utility.

They will select or develop projects which are suitable to the material being used.

7. They will recognize and avoid poor design and "over decoration."

Objective: To increase consumer knowledge to a point where students can select, buy, use and maintain the products of industry intelligently and efficiently.

Expected behavior changes:

 They will examine articles carefully and judge their value before buying.

They will look for constructional features in judging the worth of an article.

They will learn about materials and will apply their knowledge in making purchases.

 They will become acquainted with trade names and will look for proven brands when buying.

5. They will maintain and use manufactured articles in such a way as to prolong their life and usefulness.

6. They will recognize quality and will buy accordingly.

7. They will buy on the basis of their needs, rather than entirely on the basis of price.

Objective: To provide information about, and—in so far as possible—experiences in, the basic processes of many industries, in order that students may be more competent to choose a future vocation.

Expected behavior changes:

They will read and talk about various occupations.

They will make tentative choices of a vocation.

They will decide that they are not fitted for, or are not interested in, certain vocations.

4. They will know and be able to explain the entrance requirements, training, working conditions and wages of many occupations.

5. They will talk with representatives of many occupations concerning the work in which they are engaged.

They will visit industries and observe the various workmen under normal working conditions.

They will watch with interest motion pictures showing workmen at various occupations.

They will choose elective courses which provide additional information about occupations.

Objective: To develop desirable social relationships, such as cooperation, tolerance, leadership and followership and tact.

Expected behavior changes:

1. They will develop a group spirit and loyalty.

2. They will cooperate with others in promoting a group program.

They will assume and discharge leadership responsibilities in connection with the personnel organization.

4. They will organize or participate in club activities.

5. They will accept leadership responsibilities in club organizations.

They will give help and advice willingly.

 They will accept assignments given them by leaders in the personnel organization and will recognize the leadership of others.

 They will work willingly with individuals who may be of a different race, creed or color.

Objective: To develop a certain amount of skill in a number of basic industrial processes.

Expected behavior changes:

They will perform tool processes with an increasing degree of accuracy.

The quality of workmanship in their projects will be improved.

3. They will develop pride in their craftsmanship.

 Their self-assurance will increase and will be indicated by a willingness to attempt more difficult projects.

5. They will practice difficult operations in order to perfect the skills.

No one student will be expected to develop all the behavior changes listed here or those which might appear in a similar list. The attainment of as many as possible, however, is the ideal toward which the industrial arts teacher must strive.

Some students will progress much further than others. This is but another way of saying that individual differences must be recognized in industrial arts as in any other subject. Other things being equal, however, the more desirable behavior changes observed in any class, the more nearly the objectives of the course have been attained.

E ACH school's program of English should strengthen the students' knowledge of language, both written and spoken. Often a student does not learn some of the most basic principles of English in high school, and he is at a disadvantage in college.

A recent study of college English examinations revealed some of the fundamental concepts students have failed to learn at a lower level.

For about three years the English Department at Central Missouri State College has administered a program of writing extemporaneous essays. This is in conjunction with the sophomore examinations. English instructors graded the essays, and the results were filed in the Testing Bureau along with the percentile ratings of the standardized objective examinations.

The essays themselves, the lists of grades on both parts of the examination and the personnel records of selected students were used to discover what the essays and the objective tests revealed about the beginning upperclassmen's writing ability. They also were used to ascertain the differences between good and poor writing skills and to check the possible influence of several factors upon writing ability. The results are interesting not only to English teachers at the secondary or college level, but to any other teacher concerned with weaknesses in pupils' writing.

There were 486 essays written at four different testing periods chosen for study. All the essays were read, and the 50 "best" and the 50 "worst" (as judged by the English Department) were selected for special research.

The English Department's form for rating the essays included seven areas: (1) Organization, (2) paragraphing and paragraph development, (3) sentence structure, (4) level of usage, (5) diction, (6) mechanics and (7) spelling.

If a paper was marked "unsatisfactory" in more than two of these seven areas, it was considered "unsatisfactory" as a whole. Of the total essays studied, 80.2 per cent were considered "satisfactory" - at least two graders agreed that each of them was "satisfactory" in at least five of the seven areas. The basic areas, as rated in order of diminishing skill, were: (1) Organization (85.4 per cent of the papers "satisfactory"), (2) level of usage, (3) paragraphing, (4) diction, (5) spelling, (6) sentence structure and (7) mechanics (only 54.3 per cent of all papers "satisfactory"

Since the mechanics of writing—punctuation, capitalization and apostrophes—seemed to be the college students' weakest area, considerable work was done to determine the most common mechanical errors. It will not surprise English teachers to learn that these students still made the same errors that are prevalent

in junior high school writing classes

For example, confusion of "its" and "it's" contributed greatly to the 164 apostrophe errors. There were 163 homonym confusion errors, with "there, their," "too, to, two" and other well known examples the most frequent. Most of the 144 capital. ization errors were caused by capital. izing words that did not require it. Examples were: (1) All the words in the theme title, both important and unimportant, (2) family titles such as "mother" in phrases like "my mother" and (3) school words such as "freshman," "history" and "the dormitory."

There were 65 errors caused by the lack of ability to add suffixes correctly, and 52 errors were caused by the inability to distinguish between spelling a compound word and writing a phrase. "All right," "maybe and may be" and "yourself" were examples of this error. The strange form, "alot" appeared 11 times.

Other relatively frequent errors were the omission of "-ed" on words such as "asked," "a, an, and" confusion, disagreement of subject and verb and the use of a semicolon where a comma would have been sufficient. Many of the comma errors arose from lack of knowledge of sentence structure.

Because mechanical errors are frequently allied with spelling weaknesses, research was done on the misspelled words. The Freshman Communications classes at Central Missouri State College emphasize a list of spelling words known to give freshmen trouble. Of the 50 mostmisspelled words on the sophomore examination themes, the following 23 are among those emphasized in the Communications classes: affect, effect, all right, among, are, our, its, it's, past, passed, principal, principle, quiet, separate, their, there, to, too, two, until, whether, you're, your.

Although the examinees rated lowest in mechanics both the good writers and the poor writers

(See English, page 46)

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THE OLD WOMAN who lived in a shoe gave her many children "some broth without any bread and whipped them all soundly and sent them to bed." What would you do if you had 1,787 or perhaps 2,200 hungry children to feed at noon every day? Would you immediately set kettles to boil all over town? You would not need to do this if you had a central school kitchen such as you find in Kirksville, Carthage, Fulton and Jefferson County R-I at House Springs.

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From a central kitchen in each system, they feed a total of 5,932 students in 24 schools each day.

A central kitchen makes it possible to serve meals in schools that do not have kitchen facilities, and there is a uniformity of quality of food served in all schools. Fewer personnel are required to manage a central operation. Persons to work at the serving counters in each school are needed only one or two hours daily. The initial cost for one kitchen is less than for several kitchens, and better inventory control is possible.

Lester Gillman, superintendent of schools at Carthage, comments that a truck and carts are less expensive than kitchens and cooks. In Jefferson County R-I the savings in personnel is estimated at 40%.

At Fulton, where the operation was started in 1951, approximately 775 students in five schools are served daily. Superintendent W. V. Hill says a central operation simplifies the purchase of supplies.

O. Wayne Phillips, superintendent at Kirksville where the newest central kitchen began operation September 6, 1960, says, "We can buy in quantities and have them delivered to the one place where food is prepared. At the central kitchen we have a reach-in refrigerator, a walk-in refrigerator and a walk-in deep freeze. Women can prepare food more efficiently with the large power equipment, and we feel the operation conserves working hours."

The central lunch plan is popular with the students. At Kirksville 1,787 pupils, 87.5% of the children enrolled, are served daily in six schools. "We did not anticipate feeding as many children as there were who started eating at school," says Mr. Phillips. "We had 1,440 compartmented trays and a like amount of silverware, and after the second day's operation we ordered service for 500 additional children."

Such a program requires custom built trucks and personnel to handle the transportation job. The food van used at Kirksville carries six food carts and eight tray carts, and it has space above the carts for baked foods. It is loaded at the central kitchen in the new senior high school about an hour before the meals are to be distributed for the four elementary schools and the junior high school. The food carts are electrically heated to keep the food hot until it is served. The trays are returned to the central kitchen each day for sanitizing in the large dishwasher.

Food is transported 11 miles each

way from the central kitchen in the Jefferson County R-I District. A total of 2,200 pupils in five elementary schools, a junior high school and senior high school within a 22-mile area are fed by the central kitchen. The majority of the students are in the junior and senior high schools and are served in a dining area adjoining the central kitchen.

The average cost per pupil is difficult to estimate. Carthage, which daily serves 1,170 students in six schools, charges 32 cents per meal. The program began there in 1956. The estimated cost in Fulton is 30 cents per day excluding the products received from government surplus. Kirksville pupils pay 30 cents per meal. However, it is too soon to make a definite statement regarding costs there.

C. O. Hall, superintendent of Jefferson County R-I says he has no all-inclusive figure on unit cost. "Our residual cash surplus used for equipment replacement and improvement of the program in general has better than trebled since the start of the central kitchen procedure in 1958."

The planning for a central kitchen has to be exacting so that the proper amount of food is sent to each school. Lunch counts must be turned in to the central kitchen as early in the morning as possible.

It is sometimes advisable to have refrigeration facilities in the individual schools for storing milk, butter

(See The Big Feed, page 34)



Teachers Create a Questionable Market

Do you let a short-cut to art Cut short the creative abilities of a child?

A VISIT TO THE exhibits and display booths at district and state teachers meetings reveals a variety of instructional material. Much of the material displayed is educationally sound. Some of it is not.

Pattern books, punch-out cards, cut-out designs and numerous other types of material and devices presented under the guise of quick and easy procedures for the school art program come under the heading of questionable instructional materials. It is unfortunate that such patterned materials are placed upon the market. It is more unfortunate, however, that well-trained teachers continue to make use of such materials, thus creating the market.

What is wrong with the use of patterns in drawing and painting pictures? Art educators are aware of unsound art practices which often occur in school art programs using ready-made patterns and designs.

Art, like any other learning area, to be an experience of real learning value, must permit the child to show individuality and must allow the teacher to observe growth. A patterned art experience does neither. There is perhaps no greater disservice to a child than to permit him to work in a so-called "art experience" found in following ready-made patterns, designs and cut-outs.

What really happens when a patterned art process is given to a child? He is given an outline of a picture which has been traced, mimeographed or duplicated from a collection of ready-made patterns and designs. He is told to color the picture. When he finishes "his" picture, he writes his name at the bottom and hands it to the teacher who displays it on the bulletin board. The pupil sees the picture he has colored and tells his classmates, "There is my picture."

The tragedy is that the pattern was not "his" to color. He handed in what he thought was his picture, but it was actually a design prepared by a professional artist.

Growth can be measured only when a child's errors and accomplishments are observed, evaluated and guided toward correction, improvement or higher standards. When a child's abilities are obscured through erroneous teaching procedures, one can rightfully ask, "How can a child be guided in corrective measures toward successful a c c o m p l i s h m e n t and proper growth?"

If a child is given an arithmetic problem, but is handed the answer before he is able to work it out, there is no way for his teacher to measure his ability in solving that problem. Nor does a teacher expect the child to have a successful arithmetic experience merely by handing him a set of problems with answers worked out and asking him to copy the problems and answers to hand in.

If a child is asked to spell a group of words, and the teacher hands him a copy of the words spelled correctly before she pronounces them, the teacher and the child both are deprived of a means of measuring the child's spelling ability. A teacher does not expect a successful spelling lesson merely by asking each child to make a neat copy of a set of words.

As unrealistic as these situations seem, they illustrate what happens in art when patterned art devices are used. The pattern provides a quick "answer" through a realistic outline developed by a skilled adult artist. Most teachers are aware that the most accurate appraisal of a child's ability is a measure of his ability, not that of someone else.

Along with the false assumption patterned art gives a child, another unfortunate consequence is the failure to provide either a means of growth or a measure for growth. If, under his own ability, a child reaches incorrect answers, the teacher has a definite criterion to evaluate any difficulties encountered. After evaluating the difficulties, remedial procedures can begin. Effective remedial and corrective measures are not possible unless a child is permitted to work individually and make mistakes.

The alert teacher seizes every opportunity to allow each child to develop his art abilities according to his own potential—not according to a pattern. The finished picture developed by the child, without the use of ready-made patterns, may not (See Questionable Market, page 42)

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Parent-Teacher Association

The PTA magazine

assists every teacher



Mrs. Henry Carr President, Missouri Congress Of Parents and Teachers

in working with children and their parents

by Mrs. Henry Carr

I TRUST THAT EVERY TEACHER in Missouri has seen the "Salute to Our Schools" on the back cover of the November National Parent-Teacher. This salute, which many of you saw warmly commended in Scope, has inspired requests for copies from all over the country.

This is not the first time that the PTA magazine has saluted our schools. It does so in every issue by interpreting the schools to parents and parents' expectations to the schools. It acts as a highway for the traffic in ideas between home and school—a function that the NEA recognized last year by presenting the magazine with a School Bell Award for "distinguished service in the interpretation of education."

But what distinctive value does the PTA magazine have for you as teachers? It helps to ensure that you will have informed parents to work with—responsive, perceptive partners in the lofty task of educating children. Try to name one current or recurrent concern that the Na-

tional Parent-Teacher has not covered. Reading, testing, counseling, dropouts, parent-teacher conferences—how high the sights, how wide the range.

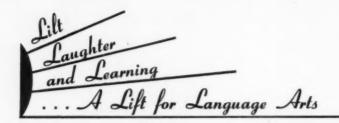
In the magazine's vivid pages, parents and teachers find a fund of common insights, interests and understanding. It is a resource for building good parent-teacher relations to assure excellence in teaching and excellence in learning. As Paul Witty of Northwestern University has said, "It is a magazine that holds before us a vision, a hope and a challenge."

From the PTA magazine teachers learn how school practices and programs are interpreted to laymen. Teachers know that parents are important not only when a school bond issue is to be voted in the community, not only when there is a school crisis, but every day, every hour.

Teachers have many functions in the community, and not the least of these is their role as adult educators. In this role they also serve themselves, for every informed parent is a teacher's aide. And who knows better than you the value of good teaching materials—of a forum for the discussion of significant ideas?

This is why teachers look at the National Parent-Teacher — as the PTA magazine looks at teachers — with the respect due professional competence, selfless devotion and a bold faith in human perfectibility. The Missouri Congress hopes you will make the promotion of the National Parent-Teacher one of your self-assignments, knowing that to do so means pursuing your "Quest for the Best."

At a time when we celebrate the founding of the parent-teacher organization, now in its sixty-fourth year, we offer our teacher members a fitting reminder: That no better way can be found to advance the objectives of the parentteacher organization than promoting the knowledge and use of the PTA magazine. Here, as in other areas, we look to you for guidance.



By Mary Lou Wells Principal, Blackberry Lane University City

ANGUAGE Arts are used all our waking hours. These cannot be confined to one class period per day, for they involve all forms of communication, written or spoken. Language is a living, active, changing and vital medium. It never should be delegated solely to books.

Books give us the tools to use when the need arises. However, the more opportunities we give children to speak and write with a purpose, the better they will use their language. The status and background of any person is revealed through his speech—its manner and content—more than through any other medium.

If the teacher speaks clearly, correctly and with expression, her pupils will learn a finer caliber of speech through imitation than by all the mechanics in the world.

Drill is effective if it is functional. Isolated drill has practically no carry-over. A whole class seldom needs drill on one type of error—a small group may.

If mistakes are picked out by the class members and are helpfully handled and corrected by the children, the experience is worth a thousand blanks to fill. When the need arises to know the right way to say something or to punctuate it, that is the teaching moment.

Suggested Ideas

Have you tried these? Many of these suggestions can be geared to different levels. Some, as you can see, are for older and some for younger children. Pupil-made standards for oral and written work are a necessity and should be on the board or in the possession of every child.

 Dramatic play — for poise, creative interpretation, understanding of characters and stories, clear and expressive speech.

2. Puppet shows

3. Choral Readings

 Recording on tapes for voice training, organization of materials, effectiveness of message and for listening.

Watching and listening to TV programs and reacting through discussions, questions, comparisons or dramatizations.

6. Democratic organization and discussion of topics in the room—such as playground incidents, sharing, taking turns, listening to all sides of a question and getting decisions through majority opinions.

7. Pantomime—charades, excellent for interpretation and understanding of words and ideas.

Reading of poetry to the class. Pick out color words, words of action, feeling, sound, taste or smell. Note the rhythm and rhyme.

Read a section of a story to an interesting part—then let boys and girls furnish the next action and the outcome.

10. Give a set of characters and a problem to a class. See how many original stories are forthcoming.

11. Take words like home, space, school, playground, picnic, pet, jet, etc., and let children write words suggested by this lead. Vocabulary

results will be amazing. Also give immediate image seen when word is given. Add descriptive details.

12. Put a student's paragraph on the board which students may judge for content, interest, vocabulary, spelling and punctuation.

13. See how *cold* a sentence children can write. You'll get a great variety of descriptive and action words. See how they can picture heat, rushing, laziness, eagerness, fear, anticipation, anger or joy.

14. An effective paragraph can be built around an impression or feeling.

15. Have children find such sentences and paragraphs in library books and read them to the group. Through this they will begin to understand the power of words and their effectiveness, which leads to style.

Create new titles for stories.
 Guess the nature of a story from its title.

17. A letter should be written to some real person with a real purpose—an order, a note to a class member who is ill, a thank you note, a letter to a pen pal abroad or to a friend who has moved away.

18. Listen to music—tell the mood and see if children have words for it, or first they may react to it physically then describe the child's reaction.

19. Have children make figures for flannel board or bulletin board. Tell story of these as they move them about.

20. Have children paint a story after you have set up a rich background of feeling and thinking along some specific line: Trees in the fall, picture them, how do they feel when leaves fall off? What do they say? Always have children tell the story of their pictures.

21. From pictures in magazines suggesting mood or action have children create a story.

22. Listen for sounds in the room when all is comparatively quiet. Let children try to describe the shuffling of feet, a heavy sigh, the scrape of

(See Language Arts, page 39)

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Upo Febr A RECENT pupil disciplinary case in Barry County illustrates how teachers and board of education members can unite to bring about desirable and beneficial results and protect a career educator. This action indicates the continuing growth and maturity of the teaching profession.

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Hickory Grove is a one-room rural school in Barry County with an enrollment of 21. It is taught by Walter Purdom of Monett. He has taught 32 years, the last five of them in this school district.

Among Mr. Purdom's pupils was a troublesome 13-year-old boy, attending his ninth year in school.

Prior to the day of the incident which led to the arrest of the teacher and a charge of assault against him, the pupil, according to authorities, had given trouble at other times. His father had warned the teacher not to correct him again in the presence of other pupils.

On the day of the incident the pupil had been so unruly as to warrant the teacher to believe corporal punishment was justified. Accordingly he removed the pupil from the schoolroom and broke a switch from a bush. The boy gave signs of fight and refused to go back into the classroom.

Parents of the pupil said the boy had been severely beaten, and during the evening they went to the home of the county prosecuting attorney and filed charges of assault against the teacher, Mr. Purdom.

A newspaper in Aurora published a scathing article against Mr. Purdom. The paper later rectified its mistake and published facts more nearly reflecting the true situation after Mr. Purdom made them available.

The parents of the pupil asked the Hickory Grove School Board to call a meeting and demanded that Mr. Purdom be fired. The ultimatum was delivered to the board that their children would not return to school until the teacher was dismissed

Upon examination of the facts the

Discipline Suit Endangers Career Teacher's Future

by M. M. Hess County Superintendent Barry County

board expelled the pupil and assured the teacher of its backing.

The parents asked to transfer their children to another school, but the County Superintendent refused.

When a teacher is faced with charges as serious as those filed against Mr. Purdom, he faces great emotional and physical strain under such circumstances. The possible loss of prestige, the wrecking of a 32-year career and costly court litigation flash through one's mind.

After careful investigation of the facts of the case, the Community Teachers Associations of Barry County, Cassville and Monett assured Mr. Purdom they were 100 per cent for him. Similar action was also taken in Lawrence County. This reflects the type of action community teachers associations should take when the situation warrants it. Such organizations are close enough to be able to take such action when it is indicated.

As in every instance when the local community teachers association stamps its approval on defending one of its members, it needs only to ask to get the support of the Missouri State Teachers Association. When Mr. Purdom learned of the united action of the three community teachers associations and that the financial resources of the Missouri State Teachers Association would be behind him to carry his case to the Supreme Court, if necessary, it lifted his morale as no other news could have done.

Upon the County Superintendent's refusal to transfer their children to other schools, the parents of the boy asked surrounding districts to admit the children. These districts, as they should under such circumstances, promptly denied admittance, and the children were without a place to attend except in their own district.

On the day for the trial in Magistrate Court, the jurors were sworn in and the attorneys for the prosecution and defense announced their readiness, at which time the pupil's father asked that the case be transferred to the Circuit Court.

The juvenile officer served notice on the Plaintiff that he must place his children in school. Again the parents tried to get their children into schools in surrounding districts by sending them to stay with friends, but again the districts refused admittance.

Plaintiff then was advised that unless the children were placed in school the Court would place them in state institutions.

When the Plaintiff visited the County Superintendent, he was advised and agreed to meet with the Hickory Grove Board and teacher to resolve the difficulty. However, the parents changed their minds and sent their children back to school the next Monday without consulting the board. The boy was sent home. His father then asked to meet with the board, at which time he agreed to write an apology and drop the charges against Mr. Purdom.

The next morning a complete apology was brought in, and the board readmitted the boy with a provision that he maintain good behavior. He and the other child in the family then returned to school.

STATEWIDE CAMPAIGNS

The MST at WORK

1878	Poll Tax
1902	School Funds Tax limits liberalized
1936	Retirement amendment
1942	Constitutional Convention
1945	New State Constitution
1950	Tax levy by majority
1952	Bonding capacity doubled
1955	Foundation Program (Cigarette Tax)
1956	State building bonds

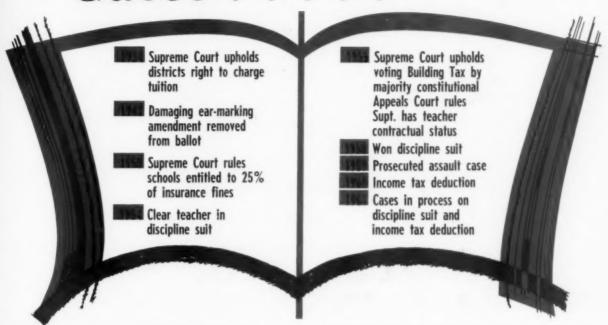
DEPARTMENT

- State superintendent authorized to classify high schools
 - Appointive state board recommended
 - Appointive State Board—Classification of all schools
 - Compissioner of Education appointed

of EDUCATION

Court Cases.

e WSM at WORK



For a free set of 24 of these "MSTA at Work" charts measuring 11" x $8\frac{1}{2}$ " write to the Missouri State Teachers Association, Columbia, Missouri.

Pupil Transportation

1906 Transportation recommended

1911 alegalized for districts

1931 State support

1949 Büs Safety Law

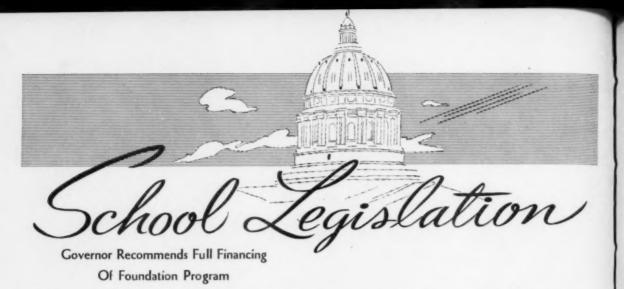
1955 State support increased

1958 Safety Law extended

1960 State support of \$7 610 343

transports 330 266 punils

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Below is a summarization of school legislation under consideration by the 71st General Assembly to press time.

Foundation Program

THE OFFICIAL BUDGET providing \$224,100,000 for the full financing of the School Foundation Program for the 1961-63 biennium has been presented to the General Assembly. The amount is an increase of 68 million dollars for the next biennium over the present biennium.

Other recommended appropriations from the state school moneys fund for the School for the Blind, the School for the Deaf and the State Department of Education amount to \$4,973,134 so that the total amount needed in the fund is \$229,473,134. Since \$22,000,000 is provided from the state cigarette tax and \$353,336 from interest on investments, the necessary and recommended transfer from the general revenue fund is \$207,119,798.

The Governor has recommended from general revenue increased expenditures of 5 million dollars for the "trainable mentally retarded," to finance school construction in reorganized school districts and for vocational rehabilitation.

A deficiency appropriation of \$1,655,714.72 is recommended for school building construction in reorganized school districts for the present biennium.

An increase in expenditures from

the general revenue budget of 121 million dollars has been recommended for different purposes for the next biennium. In addition to the public schools, other increases recommended include 13 million dollars for higher education, 6½ million dollars for the state's mental health program, 4 million dollars for welfare, primarily for hospital care for the indigent, and 14½ million dollars for a capital improvement program. Of these capital improvement expenditures, \$10,719,183 are for higher education.

Additional money must be provided for the general revenue if the Official Budget, including the School Foundation Program and 24 million dollars additional for higher education, is to be financed.

In his budget message the Governor recommended that needed additional revenue be provided by state income tax withholding, a 50 per cent increase in beer, liquor and wine taxes, collection of the sales tax on motor fuel not used for highway purposes, the re-enactment and improvement of the use tax should it be invalidated by the Supreme Court, and an increase of two cents in the state cigarette tax.

It has always been the policy of the Association to support the General Assembly and the Administration with whatever tax proposals they deem advisable for the raising of necessary revenue. It is a foregone conclusion that unless additional revenue-producing measures are enacted, the Foundation Program and other recommended expenditures cannot be financed.

Appropriation Bills

House Bill No. 102, appropriating money for the State Department of Education.

House Bill No. 107, containing the appropriations for higher education.

House Bill No. 113, transferring \$207,119,798 from the general revenue to the state school fund. The transfer bill is of special significance financing in full the Foundation Program.

Other Bills

House Bill No. 2, introduced by Representatives Baltz and Henry, amending the continuing contract law as recommended by the Assembly of Delegates, is on the House Calendar for Perfection.

House Bill No. 3, introduced by Representatives Baltz and Henry, exempting the benefits provided in the three teacher retirement systems in the State from taxation by the State or any of its political subdivisions, is in the House Ways and Means Committee.

House Bill No. 4, introduced by Representatives Baltz and Henry, authorizing boards of education to operate summer schools, is on the House Calendar for Perfection. Represament ment correct Calent

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Floyd Micha Alber Jack Omer John Raym John A. B Lee A Sorki W. O Jack Jame

J. F.

Omer Edga Jack T. D. Raym Willia Lee Earl Nelso

Nelso John John Jame Noel

FEB

House Bill No. 5, introduced by Representatives Baltz and Henry, amending the Public School Retirement System with respect to investment of funds and making minor corrective changes, is on the House Calendar for Perfection.

It also amends the amount of

credit a member of the armed forces could purchase upon returning to the public school retirement system, limiting such years of purchasable credit to 10, provided one is not also eligible for other retirement because of these same years of service.

House Bill No. 7, introduced by

Representative Young (St. Louis County) and others, establishing a branch of the University of Missouri in the St. Louis metropolitan area, is in the House Committee on Universities, School of Mines and State Colleges.

(See Legislation, page 43)

GENERAL ASSEMBLY COMMITTEES

Below are some of the Committees of the 71st General Assembly of Missouri.

Under most circumstances it is advisable to see your representative and senator when they are home between legislative sessions during the weekend.

When writing to your legislators, send letters to the House or Senate Post Office, State Capitol Building, Jefferson City.

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Senate Committees

EDUCATION

W. O. Mackie, Ch., Kirksville William J. Cason, V. Ch., Clinton Jack C. Jones, Carrollton Lee A. Bachler, Anderson John J. Johnson, Affton A. Basey Vanlandingham, Columbia Earl R. Blackwell, Hillsboro John A. Johnson, Ellington T. D. McNeal, St. Louis John E. Downs, St. Joseph Nelson B. Tinnin, Hornersville J. Morris Hill, Lebanon Thomas G. Woolsey, Versailles

APPROPRIATIONS

J. F. Patterson, Ch., Caruthersville Floyd R. Gibson, V. Ch., Independence Michael Kinney, St. Louis Albert M. Spradling, Cape Girardeau Jack C. Jones, Carrollton Omer H. Avery, Troy John E. Downs, St. Joseph Raymond B. Hopfinger, Berkeley John A. Johnson, Ellington A. Basey Vanlandingham, Columbia Lee A. Bachler, Anderson Sorkis Webbe, St. Louis W. O. Mackie, Kirksville Jack S. Curtis, Springfield James P. Kelly, Trenton

WAYS AND MEANS

Omer H. Avery, Ch., Troy Edgar J. Keating, V. Ch., Kansas City Jack C. Jones, Carrollton T. D. McNeal, St. Louis Raymond B. Hopfinger, Berkeley William J. Cason, Clinton Lee A. Bachler, Anderson Earl R. Blackwell, Hillsboro Nelson B. Tinnin, Hornersville John J. Johnson, Affton John A. Johnson, Ellington James P. Kelly, Trenton Noel Cox, Spokane

House Committees

EDUCATION

Representative	County
V. M. Baltz, Ch.	Shannon
W. D. Hibler, Jr., V.	Ch. Chariton
Dr. J. J. Wimp	Adair
Clint McKuin	Butler
W. R. Henry	Camden
Ewing Hurt	Cooper
G. S. Owen	DeKalb
Charles B. James	Dunklin
Ben C. Ridder	
George H. Morgan	Jackson 8th
J. L. Robinson	
Robert R. Cole	Laclede
Earl A. Bollinger	Madison
George H. Pace	Marion
David Rolwing	Mississippi
R. E. Kirchner	Morgan
Ben Meeks	Oregon
Ealum Bruffett	Ozark
William Couch	Platte
Omer J. Dames	
H. W. Wheeler St.	Louis City 17th
Tom F. Baker	Stoddard
Vernon M. James	Taney
Earl Sponsler	Texas

PUBLIC SCHOOLS

Representative County
Edward M. Cannon, Ch. Lincoln
Grant I. Flakne, V. Ch. Carroll
Neil Aschemeyer St. Louis Co. 4th
Paul D. Canady Greene 2nd
S. E. Twomey Iron
Obbie W. Walker Montgomery
Harl A. Garner Daviess
Peter J. J. Rabbitt St. Louis Co. 6th
Dr. J. J. Wimp Adair
F. E. (Gene) Copeland New Madrid
Charles H. Dickey, Jr. Audrain
J. Luther Robinson Jackson 12th
Loyd J. Estep Christian
Harvey Simmons Dallas
Clarence W. Gannaway Cedar
Vernon M. James Taney
Clint McKuin Butler
Robert O. Snyder St. Louis Co. 9th

APPROPRIATIONS

Representative	County
Paul M. Berra, Ch. St. L	ouis City 2nd
Gene Sally, V. Ch.	Phelps
J. McKinley Neal	Jackson 4th
Harry W. Smith	Saline
Frank C. Mazzuca	Jackson 1st
F. E. (Buck) Robinson	Knox
Charles W. Foley	Pemiscot
Bernard (Doc) Simcoe	Callaway
V. M. Baltz	Shannon

Charles B. James	Dunklin
Paul D. Canaday	Greene 2nd
Ralph Wigfield	Livingston
Robert A. Young St.	Louis Co. 1st
Edward M. Cannon	
Chris C. Cole	Pulaski
Curt V. Davidson	Henry
O. R. Jackson	Ralls
Basil V. Jones	Cass
F. M. Letton	Barton
Howard Masters	Nodaway
Earl A. Bollinger	Madison
E. J. Cantrell St.	Louis Co. 3rd
Harl A. Garner	Daviess
Herman G. Kidd	Randolph
Luke A. Knese St. I	Louis City 4th
Ben Misbauer St. I	Louis City 8th
Thomas T. Keating	Pettis
H. F. (Pat) Patterson	Boone
Stephen Lincoln	Harrison
Fred R. McMahon	Atchison
George Duensing	Lafayette
Loyd J. Estep	Christian
C. "Kenney" Fajen	Benton
R. J. (Bus) King, Jr. St.	Louis Co. 5th
Spurgeon (Jack) Atwil	l Miller
Robert Ray Cole	Laclede
Paul Simon	Ripley
Clyde Whaley	Bollinger
Dorman L. Steelman	Dent
Robert E. Young	
Ronald M. Belt	Macon
Monty Harlow Elva D. Mann	Greene 1st
Elva D. Mann	Polk
Gilbert W. Sargent	Clark

WAYS AND	MEANS
Representative	County
O. R. Jackson, Ch. E. J. Cantrell, V. Ch.	St. Louis Co. 3rd
Joseph W. Beckerle Frank E. Kostron	
Robert H. Frost	
Dr. John F. Baber	
Edward M. Cannon	
Norbert J. Jasper Lynn M. Ewing	Vernon
Don Roderique	Jasper 2nd
John F. Hayner	
Herman (Buddy Kay Kohne S	t. Louis City 6th
George H. Morgan	

Earl Richard Southern Monroe Hugh J. White St. Louis City 16th Luther Arnold Stone Putnam Marple S. Wyckoff Fred R. McMahon Atchison Osage Stephen H. Zeilman William T. Zimmerman Warren Camden W. R. Henry George St. Peter Mercer Caldwell Lee Roy Huey



THE GENERAL PUBLIC expects teachers, administrators and educational leaders to keep informed on the changes and trends in their various fields. This knowledge must be used in the educational process if first-rate schools are to be maintained.

A well-informed person must do a great amount of reading. Discriminating selection of reading material is important. Educational leaders receive many journals, pamphlets and research studies. 'They often do not have time to read them when they arrive.

This material could be of great value if it were filed until time is available for reading and referral to the material is needed. Materials must be easily located if an educator's busy schedule is to permit him to keep well informed.

Often a person needs some printed matter that he had at his fingertips only recently, but he is unable to find it. If this has happened to you, how much time did you spend trying to find just one of these papers?

Surely you wasted enough time to have filed it and a dozen other such papers in a good filing system where it probably could have been found in a few seconds.

Filing is not only a convenience, it is an absolute necessity if one is to keep up with the rapid changes of today. It is said that what and how much a person reads distinguishes an educated man from a poorly educated one. Most people read the things which are handy that pertain to their interests. A filing system puts valuable material within reach.

Selection of Material

Selecting the materials for filing requires an understanding of the kinds of literature to be kept. A competent secretary soon can determine what is to be kept or discarded.

School administrators receive publications from other schools, book companies and professional organizations which cannot be allowed to accumulate on their desks. The research and planning for an article make the material too valuable to discard.

Newspaper items or single magazine articles may be clipped and filed under an appropriate heading rather than keeping the entire newspaper or magazine.

The administrator should determine the headings for filing. Materials then can be laid aside for the secretary to file. By doing this, both the secretary and the educator will acquire an understanding of how the system works so that either may locate a needed article quickly.

How to File

Filing alphabetically by subject titles is probably the best method for a filing system. Material should be filed under the title by which one would be most likely to look for the information in the future.

Broad headings can be selected for related materials. For example, under the heading of "curriculum" one might file reading, science, arithmetic, secondary school administration or city school administration.

Using the names of well known authors may be advisable in a few cases. If the educator is well acquainted with the name and would know what the author had written, the article could be placed in the same system. The important objective is that the user adjust the system to his own particular liking so he will know where to find the article when it is needed.

Keep Files Current

Everyone with a filing system should have a plan for discarding obsolete material. A symbol or date could be placed on many of the articles when they are filed to indicate when they should be discarded. The articles that are to be kept indefinitely may be filed with no date for discarding.

There should be a regular time each year for going through the filing system to discard materials one may have overlooked. This keeps the system from becoming cluttered with material no longer of value.

Equipment for Filing

The basic equipment needed for a filing system is relatively inexpensive. For a small system, a filing cabinet of some kind, a quantity of manila folders and an alphabetized set of dividers for the folders would be sufficient.

File Neatly

If a paper is worth keeping, it is worth keeping well. Edges of papers should not extend beyond the folders. They might become torn and ragged and the efficiency of the whole filing system is greatly reduced.

A well-informed person speaks with confidence. His self-confidence inspires confidence in others. Extensive reading is one of the most important methods of building a reservoir of information. Real benefits can come to the educator who establishes a filing system which will enable him to file materials easily and also to locate them rapidly when they are needed.

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support for all states, to have the quality of education the times demand.

For progress and survival the indispensable medium is education. The future of our free nation may well depend on what we do about it now.

In Brief

Legislation

As this is written the General Assembly is getting under way.

The major objective as determined by the Assembly of Delegates is the full financing of the foundation program.

Keep in touch with your Senator and Representative. On them you must depend. Continue to interpret your local needs. The 1961 edition of Facts, available on request, will be helpful in the presentation of over-all state needs and our ability to meet them.

It is imperative that everyone keep informed and active until the task is finished. Legislative bulletins will be sent regularly during the session to community association officers and others.

Other worthwhile legislation will be introduced. It will be supported by the Association in every way possible.

The major objective of the NEA Legislative Program for this session of the National Congress is sizable general financial support in keeping with the principles as embodied in the proposed Murray-Metcalf type of legislation in the last session.

The funds would be sent to the state and distributed by the State Department of Education in accordance with state plans. The State could use it for teachers' salaries and school buildings. This "freedom of choice" makes it possible for states to use the funds in the most desirable way. Any semblance of federal control is expressly prohibited.

Your Congressman and your U. S. Senators are glad to have the benefit of your thinking.

We must finance the foundation program to bring our state in line with other states, particularly in salaries. We must have sizable federal The Legislative Committee and the Public Relations Committee held a joint meeting on January 21. The major item of business in accordance with the action of the Assembly of Delegates was to continue efforts looking toward the full financing of the new foundation program and the passage of helpful legislation by the Congress which convened in January.

President Adah Peckenpaugh and First Vice President Ward E. Barnes are making as many meetings of community associations as their schedules will permit. Members of the Staff likewise participate in many meetings.

Contributions of district and local associations have played a vital role in the rapid development of the Bunker Hill Ranch Resort. The contributions are significant and the underlying professional spirit is encouraging.

If you are interested in sponsored teacher tours for next summer, we can forward you folders of materials describing various ones.

The Reading Circle Committee meets on March 4 to formulate plans for the coming year. New copyrights are being received and the new lists will be available by July 1. All are invited to make use of them.

Missouri teachers have available one of the best health, accident, hospitalization, surgical, and major medical group plans in the country. The Association works and studies continuously to keep it that way.

Hospital, surgical and major medical may be kept effective on retirement or by surviving dependents as long as desired. This is most significant to older teachers. It is after retirement that the need is greatest. This coupled with the best retirement provisions of any state makes for financial security for old age.

It should be remembered that coverage or extension of coverage must be secured before age 60. Application blanks available on request.



by Ernest Purkey

THE public and educators alike have focused attention on the necessity of identifying talented youngsters and the desirability of fitting all youngsters to high school courses in terms of individual abilities.

Few counselors disagree with the general principles, but there probably is little agreement, and perhaps little success, in attaining these goals to the degree assumed by the public.

If measured aptitude is the criterion for course placement, do we ignore the wishes of parents and students when these wishes run counter to the findings of psychometry? Or more to the point, is the role of the counselor now changed from that of an advisor to that of a placement officer?

Were our nation not a democracy, such questions would be irrelevant. In a totalitarian state, the counselor would have a simple set of tasks—to measure, to identify and to place according to the needs of the state. In a democracy, however, we must somehow meet the needs of society without infringing upon the rights of individuals.

The school counselor has been projected suddenly from the obscurity which he deplored to the center of the stage in a controversy which goes to the heart of the meaning of American democracy.

It is this sort of historical per-

spective which we need for combining all the random data, the complex rules, the ill-defined needs of both society and of individuals with the hard realities of the local school situation into a coherent, workable scheduling system.

The task of meeting the national needs of society while protecting the individual's democratic rights cannot be performed through a fragmentary approach which isolates the counselor's functions from the rest of the school staff and from the pupils and parents who are affected by school decisions.

If scheduling involves our fundamental concepts of democracy and education, then it must be the joint concern of top administrators, the local school principal, the curriculum supervisor, the teachers, pupils and parents—as well as the counselor. That the counselor alone should make such far-reaching and fundamental decisions is a dangerous solution to this basic educational problem.

Scheduling Studies

The first step toward a good system of scheduling ought to be an objective study of the status quo. It should be the joint undertaking of representatives from the areas of counseling, general administration and curriculum. The purpose should be to analyze thoroughly the present scheduling process in terms of all possible variables. When com-

pleted, the persons involved should know to what degree the total school program in general and the scheduling program in particular meet the needs of individual students. shou offe corr stud teac provide and may man Almatti group share come

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The second step should be an equally objective analysis of the picture revealed by this study. What kind of student body does this school have in terms of general ability, family background, aspirations for the future, academic background, interests and cultural heritage?

How much of the present curricular offering really makes sense in terms of these factors? What is the relative level of success of the graduates after high school? What do colleges and/or employers expect from these graduates that the graduates can or cannot do?

How much of the scheduling process is wasted motion dedicated to high principles but which achieves slight concrete results? What is the reaction of pupils and parents to school decisions and actions? How many teachers have any clear-cut conception of their role in the total educational endeavor toward fulfillment of individual capacity?

The third step should include proposals for correcting deficiencies. Each deficiency should be studied by the staff members who are directly concerned. Counselors should study their scheduling procedures, noting the problems and proposing solutions. The curriculum personnel

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should investigate the deficiencies in offerings and propose additions or corrections. The principal should study the understanding among his teachers and how it may be improved. Consideration should be given to student and parent reactions and understandings and how they may be involved in a wholesome manner in future projects.

After individualized study, the matter should be considered by the group as a whole. Out of such a sharing of problems and ideas can come a total program which will be understood by all. It will have benefits not possible when one aspect of the problem is solved without attention to all other aspects.

In essence, this was the procedure followed at Brentwood high school about four years ago. This has resulted in a workable and, we think, increasingly efficient and sound system of scheduling.

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The Brentwood Plan

Our first consideration was to give all students a good general foundation of liberal studies. This was accomplished primarily by increasing the requirements for graduation over those considered a minimum by the state. For example, all Brentwood high school students get four years of English, and they must take one-half unit each year in speech, health, art and music. The general requirement in art and music is waived for those students already advanced in these areas by individual choice before reaching the 11th and 12th grades.

Secondly, we realized the need for securing the best possible psychometric data on each student before scheduling. Since Brentwood has a combined junior and senior high (grades 7-12), this task was easier. Also, the fact that Brentwood has had an elementary counseling program for more than ten years made it possible to gather other necessary data prior to grade seven.

For example, all students entering grade seven already have taken an individual mental ability test (either the new Binet L-M or the WISC). The complete battery of the Differential Aptitude Tests is administered to the entire eighth grade early each fall.

Third, since many of the senior high teachers, especially in mathematics, science and foreign language, also teach at the junior high levels, their knowledge serves as an additional source of information for the counselors.

These data are supplemented by two questionnaires, one of which is filled out by the eighth grade students 'and one by their parents. These questionnaires cover roughly the same areas, thus revealing any conflicts between the student's and his parents' desires, aspirations and goals.

Fourth, long before Dr. Conant's famous study, we considered and rejected the so-called track plan. But we felt the need for general guides, both for the counselor and for the student and his parents. The result was a compromise in which we are guided by four general plans labeled simply A-B-C-D.

Plan A is for the academically talented who are ambitious in terms of college, professional occupations and scholarship requirements. Plan B involves general college preparations. Plan C involves preparation for further training and work in the technical, trade and commercial fields. Plan D is a terminal plan for those who will not continue their education after high school and probably will enter unskilled labor fields.

Because of the nature of the community and of the students (average IQ of 117), more than 75 per cent of the students are on plans A or B. More than 70 per cent are carrying six hours of classes with no study halls, and about 20 per cent also have an additional elective in an optional seventh period prior to the first period in the morning.

Conferences

Despite this wealth of data, we felt a real need to involve both students and parents in the final decisions. Therefore, we have fall conferences with any student and/or his parents where they are deemed worthwhile. Then the suggested four-year course of study for each eighth grade student is mailed to his home just prior to the Christmas vacation. Also included is a letter of explanation and a list of all electives and required subjects at Brentwood high school.

Individual conferences with the counselors at the request of parents and/or students are held early in January. These conferences may be to get an explanation, to register an objection to the counselor's choice, to settle a difference between pupil and parents or simply for reassurance.

Although four-year scheduling encourages long-range planning and consideration of goals, we recognize that only a foolish person continues pursuing a goal after experience shows him the goal is undesirable or unattainable. Therefore, the four-year schedules made out in grade eight are reviewed each year. Such annual reviews introduce desirable flexibility into the scheduling process. They allow both the homes and the school to change with changing circumstances.

Good and efficient as such a procedure may be, it will not meet fully the needs of both society and individuals unless it is coordinated with curricular and administrative planning. For example, scheduling is only the first step, and it is done early. All schedules for the next year are final about January 15. Then the courses are tabulated to reveal the school needs for the next year in terms of rooms, sections and teachers. Such early planning allows the school to offer a curriculum based on need and interest as determined by professional counselors working with students and parents.

Curriculum Variations

When the counselor's work reveals the need for curriculum changes, this is studied jointly by administrators and the teachers in

(See Scheduling, page 41)



Superintendent W. L. Adams, Carrollton (left) receives Group Life Insurance Certificate No. 1 from Gordon R. Renfrow, Director of Field Service, MSTA.

\$2,500 Group Life Insurance Program Well Received by Teachers

by Gordon Renfrow

THE \$2,500 Group Life Insurance program offered by the Missouri State Teachers Association for the first time in September 1960, met with overwhelming success.

Fifteen thousand eight hundred five teachers have coverage, out of 35,234 members of the Missouri State Teachers Association. This is proof that the plan meets a definite need. It is truly another indication of what the teaching profession can achieve through unified action.

The program sold thirty-nine million, five hundred twelve thousand, five hundred dollars (\$39,512,500) worth of life insurance in a 60-day open period from October 1 through November 30. This is outstanding.

Pause a moment to comprehend the great saving this program offers. Let us consider 40 years as the average age of the 15,805 teachers who applied. The premium for \$2,500 Ordinary Life Insurance at this age with the Company would be \$71.17 annually. This would cost \$1,124,841.85 in premium compared to \$158,050 for the Group Life Plan, or a saving of \$966,791.85 annually, almost a million dollars.

Carrollton was the first school system in the state to qualify for the insurance by securing coverage for 75 per cent of its Missouri State Teachers Association members. Superintendent W. L. Adams acted as chairman for this group, and he was awarded Insurance Certificate No. 1. The greatest number who applied from a single Community Teachers Association was 551 from Springfield.

The Group Life plan is underwritten by the Horace Mann Life Insurance Company of Springfield, Illinois. A recent communication from the company said, "It is our wish to congratulate the Missouri State Teachers Association for the outstanding participation of its members in the program of Group Life Insurance which you sponsored. The response in Missouri far surpassed all other states in which a similar program has been offered. You may be sure that the Horace Mann Life Insurance Company recognizes the work you have done and the magnitude of your accomplishment."

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ville, Ne

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Each year in the future, beginning October 1, there will be a 30-day open period for additional groups of teachers to qualify for the insurance. If your Community Teachers Association, district or building failed to get the required percentage this year, now is the time to generate interest for prompt enrollment October 1 through October 30, 1961.

Below is a list by counties of the vast number of schools, districts and Community Teachers Associations taking part in the Group Life Insurance plan:

Adair: Kirksville, Northeast Missouri State College;

Andrew: Savannah Jr. High; Atchison: Fairfax R-III, Tarkio, Watson Consolidated, Westboro R-IV;

Audrain: Community R-VI, Farber Elem., Mexico, Vandalia R-I;

Barry: Monett, Purdy, Southwest Elem.;

Bates: Adrian, Butler, Hudson Elem. R-IX, Hume R-VIII, Miami R-I:

Benton: Cole Camp, Warsaw; Bollinger: Patton - Sedgewickville, Woodland R-IV, Zalma;

Boone: Centralia, Columbia — Board of Education, Ridgeway, Douglas Jr. High, Grant, Jefferson Jr. High, Lee, West Blvd.; Missouri Textbook Men's Association, Ashland R-I, Sturgeon R-V, University of Missouri;

Buchanan: Easton R-II, Faucett R-V, Lake Contrary Rural, Moore, Pickett, Platte Valley R-I, Rushville R-IV, St. Joseph;

Butler: Broseley R-II, Fisk-Rombauer, Harviell, Live Oak Elem., Morocco #41, Neelyville, Pike Slough, Poplar Bluff, Qulin;

Caldwell: Cowgill, Kidder R-III, Mirable C-1, Hamilton;

Callaway: Callaway R-I, Cedar

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City, Fulton—East Elem., West Elem.; Missouri School for the Deaf, Summit C-2;

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Camden: Camdenton, Macks Creek R-V;

Cape Girardeau: Cape Girardeau, Cape Girardeau Co. Rural, Jackson R-II, Oak Ridge, Southeast Missouri State College;

Carroll: Avalon-Tina, Bogard R-IV, Carrollton, Norborne;

Carter: Ellsinore Elem., Grandin Elem., Van Buren;

Cass: Archie, Belton, Cass Co. Rural, Drexel R-IV, Freeman Elem., Harrisonville, Pleasant Hill R-III;

Cedar: Bear Creek, Stockton Elem., Caplinger Mills, El Dorado Springs R-II;

Chariton: Keytesville Jr. and Sr. High, Northwestern CTA, Salisbury CTA:

Christian: Nixa Elem., Ozark, Sparta R-III;

Clark: Gravel Hill, Kahoka, Revere;

Clay: Excelsior Springs High, Liberty High and Elem., North Kansas City—Adm. Building, Norclay, Big Shoal, Chouteau, Clardy, Gashland, Cooley, Davidson, Golden Oaks, Eastgate Jr. High, Englewood, High School, Northgate Jr. High; Smithville, Wayland, William Jewell College;

Clinton: Lathrop R-II;

Cole: Centertown R-III, Cole Co. R-I, Division of Inmate Education, Eugene R-V, Jefferson City, State Department of Education;

Cooper: Blackwater, Boonville, Missouri Training School for Boys; Crawford: Cherryville, Steelville; Dade: Dadeville R-II, Greenfield Elem.:

Dallas: Buffalo R-I;

Daviess: Jamesport R-VII;

DeKalb: Fairport R-VI, Maysville, New Hope, Osborn R-0, Union Star C-2;

Dent: Salem Jr. High;

Douglas: Ava High;

Dunklin: Campbell #2, Clarkton, Gobler Elem., Holcomb, Kennett High and West Elem., Malden, Rives, C-2, Senath, South Point R-IV;

Franklin: Consolidated C-4, La-

badie R-V, New Haven, Pacific R-VI, St. Clair Elem., Gerald R-IX, Strain-Japan R-VI, Sullivan, Union R-XI, Washington Elem., Washington High;

Gasconade: Bland R-III, Hermann R-I, Owensville R-II;

Gentry: Albany R-III, King City R-I:

Greene: Ash Grove R-IV, Hickory Hills R-IX, Pleasant View R-I, Republic Elem., Southwest Missouri State College, Springfield, Strafford, Walnut Grove, Willard R-II;

Grundy: Galt R-I, Laredo R-VII, R-VI Elem., Trenton — Central, Brainerd, Norton, Tindall;

Harrison: Bethany, Martinsville R-VI, Southwest Harrison R-II;

Henry: Calhoun, Clinton, Henry Co. Rural, Montrose R-XIV, Windsor:

Hickory: Hermitage R-IV, Skyline, Weaubleau;

Holt: Bellevue, Maitland, Mound City, New Point, Oregon;

Howard: Central College, Fayette High;

Howell: Mountain View, West Plains, Willow Springs R-IV;

Iron: Arcadia Valley R-II, Belleview;

Jackson: Buckner, Blue Springs Elem., Center District #58—Center Elem., South Jr. High, South City View; Courtney #14, Grain Valley R-V Elem., Grandview C-4—Central Office, Martin City Elem.; Independence - Hanthorn, Young, Bryant; Kansas City-Bingham Jr. High, Wm. C. Bryant, D. A. Holmes, Jr. College, Lincoln Jr. High, Paseo High, Pinkerton, Pitcher, Schoolmaster's Club, West Jr. High; Lee's Summit - Sr. High, Greenwood, Hazel Grove, Lee's Summit Elem., Jr. High, Central Office; Raytown C-2-Adm. Office, Blue Ridge Elem., Kindergarten, Northwood, Southwood: Ruskin C-1-Adm. Office, Johnson Elem., Harry S. Truman, Westridge Elem .:

Jasper: Carl Junction R-I, Carthage, Joplin CTA, Oronogo, Sarcoxie, Webb City Elem. and Jr. High;

Jefferson: Athena R-VIII, Crystal

City, DeSoto, Festus High and Elem., Fox C-6—Fox Elem., Meramec Heights; Herculaneum;

Johnson: Central Missouri State College, Chilhowee, Holden R-III, Knobnoster R-VIII — Knobnoster Elem., Whiteman Elem.; Warrensburg;

Knox: Baring, Colong R-VI, Edina, Hurdland;

Laclede: Conway - Phillipsburg, Lebanon:

Lafayette: Alma R-I, Corder R-III, Higginsville, Lexington CTA, Mayview R-VI, Santa Fe:

Lawrence: Aurora, Marionville High and Elem., Miller R-II Elem., Missouri State Sanitorium, Pierce City R-VI, Verona R-VII:

Lewis: Canton R-V, Ewing High, LaBelle R-I, Lemo R-II, Williamstown R-III:

Lincoln: Elsberry High, Troy R-III, Winfield R-IV;

Linn: Brookfield Jr. and Sr. High, Browning R-I, Bucklin R-II, Marceline R-V CTA, Meadville R-IV;

Livingston: Chillicothe High, Field Elem.;

McDonald: Goodman, Pineville High and Elem., Southwest City;

Macon: Ethel C-6, Macon High and Elem., New Cambria C-5;

Madison: Fredericktown, Marquand-Zion R-VI, Mill Creek:

Morgan: Rural, Stover, Versailles R-II;

New Madrid: Canalou, Gideon CTA, Lilbourn R-IV, Matthews Elem., Morehouse High, O'Bannon, Parma R-III, Portageville, Risco High;

Newton: Granby High, Neosho CTA, Seneca Elem., Silver Creek:

Nodaway: Jefferson C-123, Maryville R-II High, Northwest Missouri State College, West Nodaway R-I:

Oregon: Couch R-I, Thayer R-II; Osage: Chamois R-I, Linn High; Ozark: Gainesville:

Pemiscot: Braggadocio, Caruthersville—Westside, Lee Rood Jr. High; Cooter R-IV, Deering R-VI, Hayti, Holland, Pemiscot Co. R-I—Hayward, Concord Elem. Chas. G. Ross

(See Insurance, page 36)

THE plight of the little boy whose mother said he was "too little to whittle" because he might get cut and "too big to cry" when he was hurt is a familiar story. Teachers often face a similar quandary when they reach the age for retirement but still are vigorous enough to serve the profession for several years.

Recently there has been much talk about teacher shortages and the growing school enrollment.

Could it be that some of us as we grow older tend to think we can rest on our laurels because teachers are scarce?

The years of experience in the classroom should give older teachers the skill to produce better results in a shorter time.

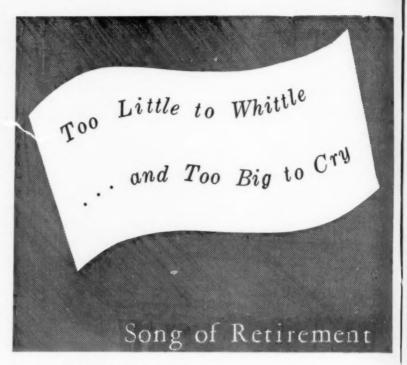
Teachers must be increasingly introspective. Some teachers fail to stop and evaluate their work, and this may account for the fact that some systems prefer that persons older than 35 not apply for positions.

At the same time some very conscientious, hard - working teachers with many years of teaching experience have been dismissed from Missouri classrooms on rather flimsy excuses, short notices and with insufficient counseling.

It is true that rifts may develop between the staff members of a building which grow to insurmountable proportions after many or few years of association. Perhaps a move to another position in the district is impossible and unsuitable. But certainly a teacher of advancing years is more suited to a teaching position than to any other kind of work. And the number of birthdays does not diminish the need for food, shelter and clothing.

As salary schedules began rising after the depression, it was evident that inflation and taxes cut heavily into the teacher's paycheck.

Many teachers in the 45-55 age group had to pay for most of their higher schooling in pieces and parts. In comparison with the over-all financial return, the price of this education was a high investment. At



By Edna Drennan, Berkeley Junior High

best much care and ingenuity were required to stretch the dollars and provide necessities. To expect any educator to become so solvent that he can retire at 50 and live perhaps 30-35 years is allowing the dollar a degree of elasticity not consistent with its shrinking state.

We teachers of Missouri are proud of our high-ranking retirement system which is now 15 years old.

Any teacher who at present has at least 30 years of creditable service or who is at least 60 can begin receiving his retirement benefits on an actuarial basis. But does he have enough benefits and savings to live out a long life? In many cases the answer is "No."

Many systems provide commendable counseling services for parents and students, but their teachers receive inadequate help to fulfill what is expected of them, and they just "don't fit." The next system does not want them because they are too old.

The loss is emotional as well as financial. To receive such a re-

buff in a profession where so much effort has been spent in preparation is a blow to one's pride, and it is a difficult hurdle to surmount. How much better it would be if teachers were counseled and these blows to their egos prevented.

It would be virtually impossible to offer a plan which would be acceptable in every system or in every department because of the varying needs of the different types of teaching. Yet it seems that a trained, experienced teacher might be used as long as health and vigor would permit him to perform satisfactory service. It seems harsh to dismiss a teacher after a period of 10-30 years in the system. It is not unreasonable for an able teacher to wish to continue contributing to education.

Teachers must give their best every day no matter what their age. And schools and communities must consider carefully before dismissing all their experienced, efficient older teachers who still can give good service to education. in lung of this of dea (32,000

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The Teen-Age Program on Cigarette Smoking and Lung Cancer

By Homer F. Davis American Cancer Society Missouri Division, Inc.

M ANY informed people are aware of the recent increase in lung cancer and the emergence of this disease as the leading cause of death from cancer among men (32,000 in the United States in

MOST SMOKERS START IN THEIR TEENS

SOURCE National survey of high school smoking habit by Gilbert Youth Research, as of June, 1989.

16% smoke among 13-year-olds

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52% smoke among 18-year-olds

INCREASING THREAT OF LUNG CANCER

Probability among teen agers of sensonal state I from long vanner:

Of make teen agers in the United States,
50 years age, 0.2% died eventually of long cancer
Of make teen agers 40 years age,
0.0%, have ded of lung cancer;
546 it is estimated that
465, more will dee of lung cancer,
if present twends continue.
Pre currour make teen agers,
it is estimated that 13.6%, will die
of lung cancer if present trends continue.
This is considerably higher than
the 85% of multipe teen agers,
10 years age,
10 years age. 13.6%

the 8.6% of male teen agers, 80 years ago, who eventually died of all types of cancer

5.2%

0.2%

80 yrs. ago 40 yrs. ago Today

1959). They are aware also of the relationship between cigarette smoking and lung cancer. What may not be appreciated fully is the fact that we now have at hand the means of controlling a major cancer problem in this country.

It is estimated that 75 per cent of all lung cancer cases could be prevented if the available knowledge about the disease could be exploited fully. This "breakthrough" in cancer control was described by Dr. Howard C. Taylor, Jr., Chairman of the American Cancer Society's Committee on Tobacco and Cancer, in an address to the Society's Board of Directors in June 1959. At that time, the Board passed a resolution calling for an intensified educational program on smoking and lung cancer for both physicians and the general public. It was recommended that information on smoking and lung cancer be brought to the attention of teen-agers before their smoking habits are formed.

A result of this action has been the development of the Society's Teen-Age Program on Cigarette Smoking and Lung Cancer. Intensive research on the smoking practices of teen-agers was carried out over a period of 18 months. Informed and experienced authorities and specialists on this subject were consulted, and materials based on the findings of these investigations were developed. Educators provided counsel and guidance in the method of introducing these materials into

the school system. The entire program was worked out under the supervision and with the complete cooperation of members of the medical profession.

This educational attack on lung cancer is long-range in aim, and it will encounter difficulties and obstacles. Its effectiveness depends on the support of the entire community, particularly parents, teachers and physicians. The program will be conducted throughout the country by the 60 Divisions and 3,000 Units of the American Cancer Society. It is desirable that this be a voluntary, non-coercive effort on the part of the public, educators and physicians. It must be conducted skillfully and persistently on a continuing basis.

The program already has been launched in Missouri. A School Committee on the Teen-Age Smoking Problem, headed by Hubert Wheeler, Commissioner of Education, studied the program and recommended that it be used throughout Missouri school systems. Announcements have been sent to superintendents and principals with forms for them to order free teaching aids consisting of film strips, recordings, posters, tests, literature and other material from the Missouri Division of the American Cancer Society, Box 505, Jefferson City.

In addition, the following materials also are available for teachers: Kit. To Smoke or Not to Smoke, color filmstrip with 10" record, run-(See Teen-Age Smoking, page 42)

TEMS OF NITEREST

Stephen Blackhurst, superintendent of schools in St. Charles, reports that recent annexations of half of Rural District #33 and a part of Reorganized District V have increased the assessed valuation of the St. Charles District by approximately \$3,000,000.

Dr. Mark Boyer, principal, University City Senior high school, is an executive committee member of the St. Louis Suburban district. The December issue published the name as Mary Boyer.

William B. Bruch, principal of the Cameron elementary and junior high school, resigned Dec. 16 to become principal of the Linden and the Fautian schools in Clay County.

Rita Dahms, who completed work for her degree in November at Southwest State College, has been employed to teach English at Mansfield. She replaces Ruby Geary who resigned because of illness.

Thomas H. Eliot, chairman of the department of political science and professor of constitutional law and political science at Washington University, has been named dean of the college of liberal arts. He replaces Thomas S. Hall who will remain as a professor and will be granted a leave of absence during the second semester to do research at Zurich, Switzerland.

Virginia Ledbetter has been appointed to the faculty of the Fair Grove system to succeed Miss King, who resigned November 9.

Dr. Frederick A. Middlebush, president emeritus of the University of Missouri, has retired from limited service. He and Mrs. Middlebush will make their home in Englewood, Florida.

Philomene Muck, who is in her 40th year as social studies teacher in the Lincoln County R-III high school, has never missed a day of school because of illness.

Myrtle Shelby, math teacher at Arcadia Valley high school, resigned November 11. Willis Miesuer is replacing her in the position.

'BOARDSMANSHIP' FOR SCHOOL BOARD MEMBERS

School board members are charged with making decisions which affect the quality of education our schools can provide. As public officials they must uphold the aims of education and serve the community and the children who will become community leaders.

"Boardsmanship," a 102-page book prepared by the California School Boards Association, is an excellent aid for school board members and administrators who work with them.

Chapters are devoted to board meetings, responsibilities, curriculum improvement, school finance, transportation, school-community relations, staff relations, state provisions and policies regarding public schools and other vital aspects which concern school board members.

Copies are available from the Stanford University Press, Stanford, California. Price, \$3.

SCIENCE-MATH WEEKLY

Students and teachers will be aided in bridging the gap between textbooks and current developments in science and mathematics by the weekly newspaper, "Science and Math Weekly."

One of the American Education Publications weekly series, the paper is edited at Wesleyan University for senior high and junior college classes in science, biology, chemistry, physics and mathematics. It is scheduled for publication 32 times during the school year.

Cost per student is 50 cents per semester in class orders of 10 or more. Teacher's Editions supplied free with class orders.

Subscriptions should be sent to "Science and Math Weekly," Education Center, Columbus 16, Ohio.

DELTA KAPPA GAMMA BOOK

"Our Heritage in the Delta Kappa Gamma Society" has been presented to the Association by Verna M. Wulfe-kammer, president of Delta State, the Missouri chapter. The beautifully bound 326-page volume relates the rich history of the organization for women in education which was founded in 1929.

A charter member of Delta State, which began in 1933, recently was honored by the University of Missouri. The dining hall of the new women's residence group was named after Ella Victoria Dobbs.

Miss Dobbs, who was professor of manual arts at the University of Missouri, was president of the Missouri State Teachers Association in 1925-26. She was National Delta Kappa Gamma Parliamentarian 1933-36.

100% NEA ENROLLMENT

Here are additional school systems that have reported 100% enrollment in the National Education Association since the first list was printed in the December issue on page 27.

The report was compiled by Dr. Norman R. Loats, State Director for Missouri, 1370 Northumberland, St. Louis 37, Missouri, from information furnished to him by the Membership Division of the NEA.

Missouri on January 9 had enrolled 19,963 members toward a goal of 20,341.

If you haven't enrolled in your NEA, do so today. Send your enrollment to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues \$10.

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District	Superintendent
Adair Co. Rural	Chester Purvis
Alton	Walter England
Bayless	Gene Church
Benton	Roy C. Hayes
Berkeley	T. L. Holman
Bogard	Marion D. Sugg
Bolivar	W. J. Wasson
Bonne Terre	Dr. H. M. Terry
Brentwood	R. A. Bell
Brookfield	C. E. Ferguson
Cabool	D. A. Ferguson
Cape Girardeau	L. J. Schultz
Caruthersville	B. R. Collier
Chaffee	Fred Lewallen
Clarkton	
Clayton	F. V. Lloyd, Jr.
Columbia	
Crane	
Deering	
DeSoto	C. E. Brewer
Dexter	
Diamond	Marlin Pinnell
East Prairie	C. E. Pepmiller
El Dorado Sprin	gs J. F. Allman
Esther	Gerald Crabdree
Ferguson-Floriss	ant V. C. McCluer
Festus	
Gallatin	
Hancock Place	Dr. James Lindhurst
Hannibal	E. T. Miller
Hardin	Remel S. Grey
Hazelwood	Clifford R. Kirby
Jefferson City	Joe Nichols, Jr.
Jennings	A. E. Wehmeier
Kirksville	O. Wayne Phillips
Kirkwood	A. L. Crow
Ladue	Dr. I. C. Nicholas
Lamar	T. R. Windes
Lee's Summit	Dr. B. C. Campbell
Liberty	
Louisiana	
Maplewood-Richr	
Heights	
Manual Training	T T Phanley

Heights M. W. Bierbaum
Maryland Heights J. J. Taylor
Mehlville Kermit O. Bierbaum
Mexico L. Buford Thomas

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Pattonville M. A. Holn	nan
Pierce City Sam A. Mor	ick
Poplar Bluff Fred M. Morr	ow
St. Charles Stephen Blackhu	rst
Schell City Arthur M. Hedges,	Sr.
Silex Clement B. I	XO
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Troy Claude Bro	wn
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GUIDE TO FILMSTRIPS

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The "Educators Guide to Free Filmstrips" lists 624 titles, including 38 sets of slides, for use during the school year 1960-61.

Both sound and silent filmstrips are indexed by title, subject, source and availability. Thirty-seven of the filmstrips may be retained permanently to start or supplement filmstrip libraries.

Educators Progress Service, Randolph, Wisconsin, published the Guide which costs \$6.

COLLEGE READING SURVEY

A survey of the opinions of college store officials regarding the "Reading of Today's College Students" has been prepared by Dr. Joseph Mersand, past president of the National Council of Teachers of English.

Dr. Mersand, who teaches English at Jamaica high school in New York City, found that present day students buy more books than students of 10, 20 or 30 years ago.

Students buy more quality nonfiction books because paperbacks have put them within the price range of every student.

Most college bookstore managers believe today's students have better reading tastes than their predecessors. They feel the students are developing lifetime habits of good reading.

About one-third of the managers agree with the current criticism of reading found in popular magazines. Almost half do not agree with this.

The report, which contains a collection of comments from the store managers, appeared in the fall issue of the "College Store." It is being reprinted by the National Association of College Stores, Box 58, Oberlin, Ohio.

The entire study, plus conclusions from some 400 correspondents on the teaching of English, appears in Dr. Mersand's book, "Attitudes Toward English Teaching" published in Philadelphia by the Chilton Company.

MARY YORK CO-AUTHOR OF ENGLISH SERIES

Mary York, General Consultant for the St. Louis public schools, is one of four authors of "The Using Good English Series" for kindergarten through grade nine.

The books, published by Laidlaw Brothers, provide short self-contained lessons. Also available are separate teachers' editions, practice books and chapter tests.

ELEMENTARY PRINCIPALS

Elementary school principals who have not yet paid their state dues (\$2) are urged to do so.

Send dues to Justyn L. Graham, Minnie Cline School, Savannah.

BOOK SALESMAN

Library and Textbooks

Company expanding; excellent opportunity for ambitious young man, age 40-55; experience in the elementary field; write for appointment, giving resume.

P. O. Box 448, Columbia, Mo.

How your pupils can learn from

EXCHANGE PROJECTS

Here's potent teaching aid based on article by Lucille S. Bangs in Maine Teacher.

Exchange projects provide many varied and valuable learning experiences. They should be outgrowth and extension of daily classroom activities and learning experiences.

Our first project was primarily to promote interest in social studies. In one reading group, pupils read about pioneers combing the finished woolen cloth with dried teasel blossom. It is difficult for city youngsters, who can not run barefoot across a hillside and feel the sharp prick of a thistle, to visualize a teasel plant.

so, we wrote to the same grade as ours in a school in another

SUGGESTIONS

state offering a Maine product for some teasel.

Though this simple project originated in a reading group, it involved handwriting, spelling, language, social studies, science. Large projects will include all subjects in the curriculum. (Be sure each child participates.)

Varied environments and industries provide an excellent background for material and information. Exchange projects may be carried on in our school system, state or go far afield.

when studying about adobe houses, pupils might write their grade in an Arizona school to "tell us about them." First hand knowledge in this manner is an exciting impetus to learning.



EDUCATIONAL SECRETARIES WORKSHOP MARCH 3-4

Plans have been completed for the annual workshop of the Missouri Association of Educational Secretaries of MSTA March 3-4.

Registration will begin at 9 a.m. at the Missouri School for the Blind, 3814 Magnolia Ave., St. Louis. Superintendents are invited to join the secretaries for a tour of the school and the buffet luncheon at 1 p.m.

Dr. Merle T. Welshans, professor of finance at Washington University, will speak on "The Changing Concept of Administrative Responsibility" after the luncheon.

Kay Williams of Kay Williams Personnel in St. Louis will discuss "What an Employer Expects of His Secretary" at the afternoon session.

At the Saturday morning general session Polly Clark, director of special events for Famous-Barr Co., will speak on "Professional Demeanor." Group meetings will be held for superintendents', elementary and secondary secretaries. The finance group will have a panel discussion led by Royal D. M. Bauer, professor emeritus in Accounting, University of Missouri.

At the closing luncheon Herbert Metz, instructor of speech, Washington University, will speak on "Be a Know-it-All."

Advance registration is required and may be mailed to Delores Schrick, Normandy School District, St. Louis 21, Missouri.

EVANS MEMORIAL CHIMES INSTALLED

Memorial chimes dedicated to the late president of the Missouri State Teachers Association, John E. Evans, have been installed in the First Cumberland Presbyterian Church in Kansas City, Mo.

The chimes were dedicated at the morning worship service Sunday, Dec. 11.

The chimes are to be played on weekday evenings and Sunday mornings.

SCIENCE GRANTS FOR M. U.

The University of Missouri has been granted \$228,000 by the National Science Foundation to conduct four Summer Institutes on the Columbia campus during the 1961 Summer Session, June 12-August 4. They will be for teachers in engineering, the sciences and mathematics.

President Elmer Ellis says the institutes will offer nearly 200 teachers an opportunity to broaden their background education and increase their classroom effectiveness.

The University has also been award \$95,200 by the Foundation to conduct a summer institute for about 75 teachers in mathematics and the sciences at the University School of Mines and Metallurgy at Rolla.

The Engineering Institute will be directed by Professor Karl H. Evans, 148 Engineering Building, University of Missouri, Columbia.

The Institute in Chemistry and Physics will be under the direction of Dr. Wesley J. Dale, 208 Old Chemistry Building, University of Missouri, Columbia.

Dr. Paul B. Burcham will direct the Institute in Mathematics. For information write to him at 210 Engineering, University of Missouri, Columbia.

The Institute in Biology will be directed by Dr. Robert F. Brooks, 204 Lefevre, University of Missouri, Columbia.

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Dr. Harold Q. Fuller will conduct the combined Institute in Mathematics and Physical Sciences at Rolla during the summer session June 5-July 29.

Tuition and fees are waived for all teachers attending the institutes. Each participant will receive a stipend for support up to \$600 plus allowances for dependents, not exceeding four.

Round trip travel expenses will be

Applications must be received by the directors on or before February 15.

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THE 1961 SUMMER SESSION

June 12 - August 4

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WALNUT GROVE STARTS HALL OF FAME

Ten persons who have been residents of Walnut Grove have been selected as members of the "Hall of Fame" in honor of their "outstanding work in the field of education." One person will be named to the list each year.

Superintendent of Schools H. P. Edmondson reports that the following persons have been honored:

Dr. Irvin F. Coyle, assistant to the president of the University of Missouri, former certification director for the state department of education and former superintendent of Walnut Grove schools:

John A. Mayden, associate warden of the U. S. Medical Center and former superintendent of Walnut Grove schools;

M. E. Morris, former treasurer for the state of Missouri, graduate of Walnut Grove high school.

Dr. W. E. Smith, president of Oxford University in Ohio and former superintendent of Walnut Grove schools;

Dr. Robert Sherman, professor of history, University of Texas, graduate of Walnut Grove high school;

Ford Long, manager of Trailmobile

Corporation, Baton Rouge, La., former president of school board and a graduate of the high school;

Effie Coates, special education teacher at Walnut Grove with more than 50 years teaching experience;

B. W. Holder, graduate of the high school in 1952 and now research specialist for the government;

Dr. Oreen Ruedi, professor of sociology at Southwest Missouri State College, graduate of the high school;

Kenneth Gables (deceased), attended Walnut Grove schools, organized activity program for the community and was once a pitcher for the Pittsburgh Pirates.

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THE BIG FEED

(continued from page 13)

and frozen desserts. Mr. Hall comments that some foods such as french fries have been impractical for central preparation. "Foods of liquid character, such as soups, present a transportation problem because of the type of carrier used and because of some of the terrain traversed." Since all the schools in this system have a limited amount of equipment, such as a stove and dishwashing facilities, these difficult foods are prepared at the individual schools.

W. V. Hill says that while the central kitchen is more economical, he feels the operation of the cafeteria is less personal when handled from a central kitchen. He believes that where it is possible to operate a kitchen in each building this would lead to broader participation in the program by the students.

"We encountered some difficulty," says C. O. Hall, "in the matter of exit and entry because of construction in older buildings of the Jefferson County R-I District, such as twisting, narrow stairs into lower level serving areas. All in all, we consider these disadvantages minimal in consideration of the very substantial incidental benefits."

Satisfied cafeteria customers who want to send compliments to the chef in these four school systems must have their messages relayed to the central kitchen where the "big feed" was prepared. Parents, pupils, cooks and school administrators have all voiced approval of this efficient and economical development in the school lunch program.

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The annual Classroom Teachers National Study Conference was held Nov. 25-26 at NEA headquarters in Washington. Approximately 54 teachers participated. Here Mildred Leaver of Rolla joins Anita Ruffing DCT president-elect from Bellevue, Ohlo, and Margaret Hauschild and Buena Stolberg, DCT president, both of Webster Groves in examining materials displayed at the convention.

HAZELWOOD EXPANDS READING PROGRAM

In September the reading program for under-achievers at Hazelwood was expanded by the addition of six teachers. Until this year three teachers had worked with elementary children. Now junior high and senior high students are helped also.

C. O. McDonald, assistant superintendent in charge of education, says, "Most of the children who received help in grade school solve their reading problems by the time they reach junior high. However, students who come from other districts without reading programs often have difficulties. Therefore, the program was extended."

Individual high school reading classes are taught by Leona Kemball-Cook and Mae McKinney.

In the junior high Robert Rodenbeck is conducting a personalized program and assisting the classroom teachers.

Elementary reading teachers are Jeane Lawson, Marie Davis, Faye Utley, Elois Kirby and Opal Vancil. Mary E. Breyfogle coordinates the entire program.

THRIFT ESSAY CONTEST AT FULTON SCHOOLS

Fulton elementary schools have a staunch friend in Frances Fox Clingerman, a government employee in Washington, D. C. Mrs. Clingerman, formerly of Fulton, is the daughter of Alfred Fox, a thrifty Fulton citizen in whose honor she inaugurated this project for the 6th graders in all schools four years ago.

Mrs. Clingerman sent \$40 to be used as prizes this year, which enabled the 5th graders to participate also. Every child in the 5th and 6th grades had the opportunity of writing an essay on some phase of thrift,

either the saving aspect or that of wise spending.

The teachers read all the essays in their classes and judged them down to the best ten. They then gave them to Celesta Cannell, elementary supervisor, who selected four essays for Mr. and Mrs. Hugh P. Williamson, a lawyer and a college English teacher respectively, to judge and rank them. No names were on the papers, only numbers so the judging could be absolutely fair.

Mrs. Cannell reports that the children were greatly excited over the project and especially liked the money for prizes as it came at the Christmas

season. As a result of the creative writing which was required to win a prize, all 5th and 6th graders have taken a greater interest in English, spelling and writing.

'CHILDREN'S ART' SUMMARIZED

The article, "Children's Art" by Maria Von Fange which was published in the November "School and Community" has been condensed and printed in "The Education Summary." It is an independent news service bulletin of Arthur C. Croft Publications, a division of "Vision Incorporated."

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(continued from page 27)

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Elem., Charleston—High, Eugene Field, Mark Twain; Dorena R-VII, East Prairie CTA;

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Pike: Bowling Green High, Clopton CTA R-III, Louisiana;

Platte: Parkville R-V—Chinn, Graden Elem., Parkville Elem., Southeast Elem.; Platte City R-III;

Polk: Bolivar R-I, Halfway R-III, Humansville, Morrisville, Pleasant Hope R-VI;

Pulaski: Dixon R-I, Laquey, Richland R-IV, Waynesville;

Putnam: Unionville;

Ralls: Center R-II—Mark Twain High, Perry Elem.;

Randolph: Clifton Hill, Higbee, Moberly—West Park; Northeast R-IV. Roanoke, Yates;

Ray: Central Elem. #2, Hardin #8, Lawson R-IV, Orrick Elem., Richmond — High, Intermediate, Woodson; Stet R-I;

Ripley: Briar R-IV, Doniphan R-I:

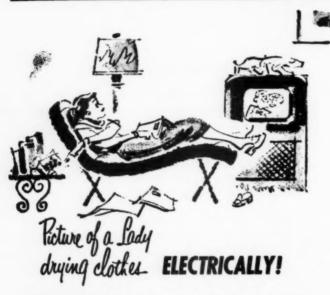
St. Charles: Black Jack, Daniel Boone, R-II—Central High and Elem.; Portage R-V—Elm Point, Kampville; St. Charles — Benton Elem. and Jr. High, Franklin, Lincoln, McKinley, Powell Terrace, Sr. High; Lindenwood College;

St. Clair: Collins, Osceola, Roscoe C-1;

St. Francois: Bonne Terre, Desloge R-II, Elvins, Esther R-III, Farmington CTA, Flat River, Leadwood;

Ste. Genevieve: Ste. Genevieve, Bloomsdale, St. Marys R-I;

St. Louis County: Affton-Sr. High. Jr. High, C. J. Mesnier; Berkeley-Caroline, Holman, Jr. High, Smith Elem., Springdale Elem.; Brentwood-Central Office, Frazier, Mark Twain; Chesterfield, Clayton -High, Bracken, DeMun, Glenridge, Meramec, McMorrow, Wydown; Eureka-Ir. High, Pond Elem., Westridge Elem.; Ferguson-Florissant CTA, Hancock Place CTA, Hazelwood-Sr. High, Jr. High, Adm., Elm Grove Elem., Lusher, Twillman; Jennings-Central Office, Woodland; Kirkwood-Central Office, W. W. Keysor, Geo. R. Robinson, Westchester, Nipher Jr. High, North Glendale, North Kirkwood Jr. High, Osage Hills, Pitman, Sr. High; Ladue-Central, Conway, Old Bonhomme, Spoede,



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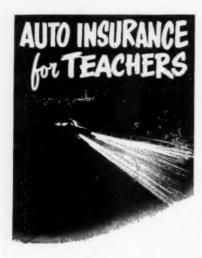
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Body Type (2 Dr., Hardtop)
Any Male drivers under 21?
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under 21 use auto? Do you or your spouse use car in occupation other than to and from
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Wayne: Piedmont R-I;

Webster: Fordland High, Marshfield R-I, Rogersville, Seymour;

Wright: Mansfield R-IV, Norwood R-I.

PRESSURES ON CHILDREN

"Don't Push Me" is a 40-page book of articles from "Childhood Education" which discuss the effects of pressures on children.

Norris A. Patterson of William Jewell College in Liberty contributed an article on how to eliminate the negative effects of the Little League and how to insure its beneficial aspects.

Copies may be obtained from the Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington 16, D. C. Price, 75 cents.



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DEATHS

NOLAN ALEXANDER, 63, teacher of biology and general science at Central high school in Kansas City since 1931, died Dec. 23 after suffering a heart attack.

IRMA A. DEPENDAHL, 70, who taught almost 40 years in the University City schools before her retirement in 1959, died December 23 in 8t. Louis.

T. G. DOUGLASS, 75, a teacher in the Dunklin County schools for 25 years, died Dec. 3. Before his retirement he was County Superintendent of Schools in Dunklin County for 14 years. Four of his five daughters have taught in Missouri schools.

N. EARL WALKER, superintendent of the Willard reorganized school district for the past six years, died Jan. 15. Before that he was superintendent of schools at Stockton.

KATHRINE FRANKEN, 79, who retired in 1952 after teaching psychology 30 years at Northwest Missouri State College, died November 22 in an automobile accident. She had lived in Norborne since her retirement.

JUNE GUNTHER, a music teacher in the Ladue District for five years, died October 22 after an automobile accident.

JUANITA HOBSON, teacher in the Bristol school, Webster Groves, died June 28.

VIVA FERN LETT, who taught in St. Charles County for seven years, died October 13 after an automobile accident.

MAE WALLACE, 57, who taught in the Gideon and Campbell schools for nearly 30 years, died Nov. 25 in Kennett. She had been head of the Commercial Department at Gideon high school for 11 years.

MISSOURI BAR SPONSORS IUVENILE COURTS SERIES

The Missouri Bar, cooperating with 12 other agencies, is sponsoring a series of eight Juvenile Courts Conferences throughout the state. The conferences, which began January 19, are designed to acquaint the public with the Juvenile Code, the work of the Juvenile Courts and the facilities available for rehabilitation as they relate to the juvenile.

Each conference will include a panel discussion followed by a question and answer forum with audience participation.

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Conferences are scheduled as follows: Kirksville, February 15; Jefferson City, February 16; Cape Girardeau, March 16; St. Louis County,

March 17; West Plains, April 13; Springfield, April 14.

Recognizing that misunderstandings and differences of opinion exist concerning the work of Juvenile Courts and the application of Juvenile Laws, it is hoped that through a free exchange of ideas in the conferences, the controversies created by misunderstanding and lack of information can be overcome.

Parents, teachers, clergymen, law enforcement officers, court officials, social workers, newsmen, lawyers, civic leaders and all persons interested in youth should plan to attend the conferences.

KANSAS CITY PURCHASES TV EQUIPMENT

The Kansas City Board of Education has purchased 100 television sets in order that each school may receive a new unit to add to its present equipment.

The Kansas City system will soon be operating its own television station.

LANGUAGE ARTS

(continued from page 16)

a button on the back of a seat or the drip of a faucet.

23. Look for sizes and colors in the room. Describe an object with one or two leading words. Let children guess by asking questions—rough, smooth, small, bright, hard, brittle, shiny, thin, fragile, colorful, useful, round, oblong or square?

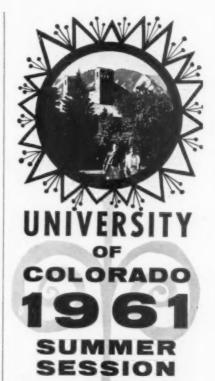
24. Have children develop questions on stories read. Have them ask for and judge answers.

25. Try this sentence game—Placement of words and phrases in a sentence: (1) John rushed into the room, breathless and excited. (2) Breathless and excited, John rushed into the room. (3) Into the room rushed John, breathless and excited. (4) John, breathless and excited, rushed into the room. Have children try others. They will enjoy this learning activity.

26. Replace overworked words with meaningful ones. Examples: Cool, funny, crazy, neat, fine.

For example: He is a fine boy an intelligent, healthy, wholesome, honest, dependable, handsome? What do we mean?

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BILLBOARD
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The MSTA billboard poster, "America's Future Goes to School Today," is seen daily by some 600,000 motorists and the passengers in their cars. But there are between 1,700 and 1,800 students at Kirksville senior high who do not have to go outside to see this sign every day. The poster which was used on the stage at the State Teachers Meeting in Kansas City in November has been mounted on the wall in the new senior high cafetorium. The muslinbacked poster has become a semipermanent fixture in the cafetorium. During a recent open house at the school almost 1,500 patrons saw the colorful reminder of the needs of education today.

FTA IN ST. LOUIS

A Future Teachers of America club was organized in September at Theodore Roosevelt high school in St. Louis.

Mrs. J. P. Mann, social studies teacher, is sponsor of the club.

100 % NEA ENROLLMENT

The Marthasville attendance unit of the Washington public schools under the direction of William Adkins, principal, has enrolled its faculty 100% in the National Education Association, according to Superintendent C. J. Burger.

A LOOK AT THE SCHOOL BUSINESS OFFICIAL

A comprehensive description of the school business official, his responsibilities and his relationship to the total school program is presented in "The School Business Administrator."

Information is collected for the first time regarding the business administrator's characteristics, his salary, certification requirements and procedures for setting up his business office in schools which do not have such a position.

The 80-page publication was pub-

lished by the Association of School Business Officials (ASBO). Dr. E. E. Watson, assistant superintendent in University City, and James Hazlett, superintendent in Kansas City, helped prepare the bulletin.

Copies are available from the ASBO Office of the Executive Secretary, 1010 Church St., Evanston, Ill. Price,

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HOW HAPPY I AM

13 Pitman Place, Kirkwood 22, Missouri, September 28, 1960

Missouri State Teachers Assn. Accident and Sickness Insurance

Gentlemen:
I was the victim this summer of an illness which required rather drastic surgery. It was a great consolation that I had excellent coverage in the group insurance plan, but it took this experience to enlighten me as to just how fortunate I was. Bills at such a time run into really large amounts. I want to commend everyone concerned in the efficiency and

I want to commend everyone concerned in the efficiency and promptness with which the matter was handled. How happy I am to be a small splinter on the Good Ship MSTA!

Sincerely yours, Hazel Hawkins \$1,451.58 paid on this disability. SCHE

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that area. As a result of such study, Brentwood high school now identifies and provides for the exceptionally talented youngster even before grade nine.

Youngsters with linguistic talent may begin high school Latin in grade seven, thus allowing time for at least three years of a modern foreign language in high school. Students with exceptional talent in mathematics start Algebra I in grade eight and complete math through trigonometry by the end of grade eleven. Advanced science students begin biology in grade nine, completing chemistry and physics in grades ten and eleven.

Among other curriculum innovations which are outgrowths of the process are these: (1) Third and fourth years of modern foreign language, (2) a terminal section of senior English, (3) first typing course as early as possible in high school, (4) special instruction in developmental and rapid reading for the majority of students, (5) college level courses in the senior year for students accelerated in math and/or science, (6) progressive instruction in functional, expository writing in grades 10-11-12 and (7) a full-year course in economics in the senior

All the work of defining students' interests and needs and subsequent new course offerings would have been valueless if students could change course schedules on a mere whim. Therefore, the high school administration adopted the policy that decisions regarding course choices were officially binding for a full year. That is, a student who selects a course for the following year may not drop this course after the final date for scheduling without receiving a failing grade on his permanent record.

What have been the tangible results of this emphasis on a unified front in guidance, curriculum and administration?

First, the individual student now has a goal, a purpose in selecting

courses, motivation to succeed and direct experience in self-evaluation. Second, the curriculum more nearly meets the needs of each student. Third, the school and the home are brought into focus as partners in the educational program. Fourth, all persons concerned — parents, students, teachers, counselors, administrators—are better informed re-

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garding the roles of each and the purposes of the school program. Fifth, the approach in itself is a kind of continuous evaluation which results in a sensitivity to needs as they develop. It also is a readymade channel for communicating these needs directly to the personnel who can best propose and carry out solutions to problems. Sixth, the needs of society are being met in the most wholesome and democratic fashion through the discovery, chal-

lenge and utilization of individual differences at the earliest possible time.

This approach demands from the counselor the kind of specialized professional service for which he was trained. And it guarantees that this service will be recognized by all concerned. Such a program will produce results which are their own reward through active cooperation with all other aspects of the school program.

'To Be or Not To Be' Has Become a Cliche

Yes, Hamlet's oft-quoted soliloquy has become just that—quoted too often by those who have no idea of its meaning or even who said it.

Ne'ertheless, methinks the question still remains—to be or not to be enrolled in MSTA's Old Group Life Insurance—and a very important question it is.

What other insurance plan offers you:

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OUESTIONABLE MARKET

(continued from page 14)

look like the adult artist's pattern. However, with each picture, crude as it may sometimes seem, the teacher has an opportunity to do something every competent teacher desires to do—guide the child toward individual growth and improvement.

Publishers and dealers in educational materials should evaluate all their publications carefully to be sure they are educationally sound. Questionable material should be discarded and not offered for sale. Material of dubious worth should never be presented under the disguise of quick, easy short-cuts to a meaningful learning process. There are some streamlined short-cuts to learning that are proving effective. The short-cuts, however, must always develop the pupil's individual initiative and creative ability to the fullest extent-not stifle them.

The sameness in witches drawn or painted at Halloween, turkeys at Thanksgiving, Santas at Christmas, rabbits at Easter and bluebirds in spring tell the story of patterned art and of teachers who do not believe in allowing children to develop their individual expressions in art. In the final analysis, teachers create the market for such questionable material.

TEEN-AGE SMOKING

(continued from page 29)

ning time 15 minutes, teacher's guide, pamphlet "Shall I Smoke?", poster and reprint of "Smoking and Lung Cancer"; Kit, *The Cancer Challenge to Youth*, filmstrip in color with 7" record, 15 minutes running time, and teacher's guide.

While it is expected that schools will make arrangements to conduct their own programs, volunteers of the Society's County Units will be ready to help if needed. In addition to the emphasis on the school program for teen-agers beginning with the seventh grade, the program will also be offered to adult groups such as PTAs, service clubs and church groups. Arrangements for these pro-

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1961 SUMMER SCHOOL ANNOUNCEMENT

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grams will be made through the County Units.

Deaths from lung cancer among men have increased in Missouri over 73 per cent in the last eight years. In this same period deaths from all cancers among men have increased only 19 per cent. While attention has been directed to the sharp increase of lung cancer in men, it should be noted that during the last eight years lung cancer among women in Missouri has increased proportionally, although the actual number of cases is much smaller. In 1959, 874 men died of lung cancer in Missouri while 151 women lost their lives to this form of malignancy.

No preachment is contained in the program. Facts are presented in an objective way, and "to smoke or not to smoke" is left up to the individual. Naturally it is hoped that the presentation of the dangers incurred in cigarette smoking will help deter the development of the habit. This occurred in the Portland, Oregon, school study. It is hoped that this will happen in Missouri.

LEGISLATION, from page 21

House Bill No. 13, introduced by Representative Cantrell and others, exempting from taxation for state, county and local purposes the personal property owned and used by a person over sixty-five years of age to an assessed valuation of \$500 and real estate used as a dwelling to an assessed valuation of \$3,000, is in the House Ways and Means Committee. The bill is to become effective after the adoption of a constitutional amendment authorizing the exemption. House Joint Resolution No. 8, proposing a constitutional amendment making this possible is in the same Committee.

House Bill No. 19, introduced by Representative Sargent and others, providing that the contribution rate and monentary benefits under the system for a member of the Public School Retirement System for whom federal Old Age and Survivors Insurance Tax is paid from state and local tax funds on account of his emJune 7-July 28, 1961

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ployment entitling him to membership in the system shall be twothirds of the amount otherwise provided in the system, is in the House Committee on Education.

House Bill No. 26, introduced by Representative Walsh, providing that the St. Louis board of education must secure permission of the board of aldermen of St. Louis City before the board of education may call a special election for any purpose, is in the House Committee on Educa-

House Bill No. 30, introduced by Representative Aschemeyer and others, providing for the withholding of the state income tax, is in the House Ways and Means Commit-

House Bill No. 37, introduced by Representative Aschemeyer and others, authorizing boards of education to operate summer schools, is in the House Education Committee.

House Bill No. 38, introduced by Representative Aschemeyer and others, authorizing St. Louis county by a vote of the electors to levy a county school tax not in excess of one dollar on the one hundred dollars assessed valuation to be distributed to the school districts within the county on the basis of average daily attendance, is in the House Public Schools Committee. The bill is to become effective after the adoption of a constitutional amendment authorizing the tax provided for in this act. House Joint Resolution No. 2, proposing a constitutional amendment making this possible, is in the same Committee.

House Bill No. 39, introduced by Representative Aschemeyer and others, providing a ballot form for voting school levies and requiring a separate listing of the amounts to be voted for different school funds but requiring only a single vote for or against the total levy increases as proposed, is in the House Committee on Public Schools.

House Bill No. 46, introduced by Representative Sally, providing that a school bus designed for ten passengers or less shall not be required to have a mechanical signalling device is in House Motor Vehicle and Traffic Reg. Committee.

House Bill No. 56, introduced by Representative Kostron, provides that no proposition submitted to any group of electors at any election shall be resubmitted within the next

House Bill No. 66, introduced by Representative King and others, establishing a commission on higher education, is in the House Education Committee.

House Bill No. 95, introduced by Representative Trimble, provides for the collection of the state sales tax on non-highway motor fuel.

House Bill No. 96, introduced by Representative Trimble, increases tax on beer, liquor and wine.

House Bill No. 97, introduced by Representative Trimble, increases the state cigarette tax 2 cents per

House Bill No. 98, introduced by Representative Baker, removes the limitation of four-fifths of one per cent on the tax that may be levied for the payment of bonds.

House Concurrent Resolution No. 2, introduced by Representative Owen and others, providing for a study of the office of county superintendent of schools by a joint legislative committee, is in the House Committee on Miscellaneous Resolutions

Senate Bill No. 3, introduced by Senator Reller, provides for the collecting of the state income tax by withholding.

Senate Bill No. 7, introduced by Senator Blackwell, authorizes the establishment of junior college districts on the county basis.

Senate Bill No. 13, introduced by Senator Coleman, preventing a special election to vote on annexation to a school district for five years if the voters have rejected the proposition on three or more occasions, is in the Senate Education Committee.

Senate Bill No. 16, introduced by Senators Jones and Hill, authorizes political subdivisions, including school districts, to operate programs of public recreation.

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22. Good Books for Children is a catalog of supplementary books for use in the elementary grades. The books are classified as to subject and show the reading and interest levels of each book. (Benefic Press)

44. Brochure on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer 1961. (Europe Summer Tours)

65. Folders on Summer Sessions at Guadalajara, Mexico and Valencia, Spain and the itineraries of Tours of Europe for 1961. University of San Francisco Extension. (Dr. Carlos G. Sanchez)

92. Some Ways to use the Follett

Beginning-to-Read Picture Dictionary. It offers opportunities for concept building, for developing word recognition, for teaching spelling and for stimulating other worthwhile activities. Suitable for use in the primary grades. (Follett Publishing Company)

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108. Brochure describing plan for tickets for unlimited rail travel throughout 13 western European countries. Well illustrated, including a map of Europe. (Eurailpass)

109. Career Reports is an unusual series of motion pictures created to fill a serious visual gap in the average high school vocational guidance program. It is specifically designed to help those seniors who are not able to go to college. Vocations described by the films (Auto Mechanics, Armed Services, Construction, Electronics, etc.) are those which ordinarily do not require a college diploma as a prerequisite. Each motion picture objectively describes a specific occupation, explaining advantages and disadvantages in an up-to-date, interesting and lively format. Send for complete lists of titles, supplementary information and order blank. (Dept. of the Army)

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ENGLISH (from page 12)

achieved higher percentile scores on the "Mechanics of Expression" subtest of the Examination than any other English subtest. This indicates the Central Missouri State College standards are higher than the United States average. However, the percentile ratings of the selected group of 50 best writers were compared with the ratings of the selected 50 worst writers, the "Mechanics of Expression" subtest showed a wider difference in mean and median scores for the two groups than any other subtest.

Organization proved to be another vital factor in writing a good paper. Less than 10 per cent of those themes rated "unsatisfactory" in organization were given an over-all rating of "satisfactory." Thus, those writers who could not organize their thoughts were weak in other areas of writing also.

As a group, the examinees received high ratings in usage on both the objective and the essay parts of the examination. They received low ratings in sentence structure on both parts. There was general agreement between the results of both types of tests on whether or not an examinee was a good or a poor writer, but there was disagreement concerning his ability in certain skills. The essays, although more time-consuming to grade, had the advantage of conference value, in that the student could have his exact weaknesses pointed out.

Students who returned to college to take the examination several years after taking freshman writing classes did slightly better on their essays than students who had continued their studies. The non-transfer students achieved more satisfactory ratings on their essays than students who had taken freshman writing classes elsewhere. These differences were not significant, however, being less than two per cent in both comparisons.

In the group of best writers, the sexes were about evenly divided, but in the group of worst writers who need remedial attention, 84 per cent of the students were men. Upon checking the personnel records of the groups of good and poor writers, it was found that the majority of the worst writers earned "C's" in college writing classes. The best writers earned few "C's" and about twice as many "B's" as "A's." Surprisingly, the poor writers had taken more college-level composition classes than the good writers had. Evidently, they recognized their weaknesses or were guided into more composition classes by their instructors.

This research did not go into the high school background of the students. The personnel records revealed that only six per cent of the writers who received over-all ratings of "unsatisfactory" and were advised to enroll in more composition or grammar classes did so. Their reluctance to enroll in a subject in which they were weak is understandable.

There seems to be no great correlation between intelligence and the ability to master writing skills. Thus, facile written communication can be an acquired tool of all students.

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of teacher preparation. In schedules paying higher salaries, teachers often are required to earn additional credit periodically. This occurs more often if a Master's degree is not held. Planned travel may meet this requirement partially in many schedules.

Other schedules, while not requiring that credit be earned, pay teachers an additional amount after they earn approved college credit. Schedules that provide for the employment of teachers having less than a Bachelor's degree require frequent summer school attendance until the degree standard is met.

Extra Pay for Extra Duties. Normally additional compensation is provided for teachers who work additional weeks either before or after the regular school term. Additional pay is provided also for work extending beyond the regular school day in many schedules.

Inclusiveness of Schedules. Available information does not permit a conclusion regarding the proportion of classroom teachers not included in salary schedules even though they teach in districts having salary schedules. A number of schedules state that special teachers are not on the schedule. It appears that the less adequate the schedule, the less inclusive it is, and the district pays salaries above the schedule to fill a great variety of positions. However, the higher schedules with provisions for administrative personnel, seem to be all-inclusive.

Initiating New Schedules. As new schedules are adopted, they may provide steps for implementation. It appears to be accepted policy that no teacher will receive a lower salary as the result of a new schedule. However, those above the schedule may receive an increment determined by the board of education or receive a smaller increment until the schedule reaches their salary level.

Table III. The Number of Increments at Bachelor's and Master's Degree Levels by Classification of Schools

	444	Cabaala	44.0			DI 0-11-
Number of Increments	Bachelor's Degree	Schools Master's Degree	Bachelor's Degree	chools Master's Degree	Bachelor's Degree	El. Schools Master's Degree
22	1	1	******			
21						
20	1	2				
19	1		1	1		
18			1777044		1	1
17	4	1		*****		
16		1				
15	2	5	4	4	4	-
			1	1	1	1
14	5	5			1	
13	4	6				
12	9	11	1	3	1	3
11	4	9		0	- 2	4
					_	-
10	14	16	4	3	10	9
9	13	8	2	4	4	11
8	6	3		1	3	1
-	-	_	-		_	
7	7	5	3	4	5	4
6	7	8	4	2	11	9
5	6	2	5	3	10	6
4	2		4	3	4	4
3	2	4	*	0 .	2	
2	2	1	******		2	2
				1		Harris
1	*	-	1		Lenni	44
Number of						
Schedules	84	84	26	26	55	55
Median W						
Median Number of Increments	9	10	6	71/2	7	9
Range of						
Increments	\$30-250	\$30-300	\$35-200	\$35-300	\$10-200	\$10-200
and ements	430-230	430-300	\$30-200	\$30-300	\$10-200	\$10-200
Most Common						
Increment	\$100	\$100	\$100	\$100	\$100	\$100

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In What Shall We Invest?

THE PERSONAL INCOMES of the citizens of this nation are at an all time high. Most of those who scream loudest about taxes have to admit they have never had more take-home pay than at the present time.

Savings accounts are the largest ever recorded.

Many people have two cars and some have two homes.

Food is plentiful.

Steel capacity and industrial potential are at least equal to our needs.

Numerous other categories of great strength could be enumerated indicating a standard of living never before equalled by any nation.

In a nation that possesses the economic strength of the United States it would seem to follow that an adequate amount of its financial resources should be made available to educate children.

People are searching for wise investments. Why do they overlook investing in education which is an investment in people and in our future?

In almost every field, management will say the greatest need is for competent manpower. There always seems to be a dearth of men and women who are qualified by education for responsible posts so necessary to the future of business and institutions.

Here is a shortage of the first magnitude—a shortage that hits where it counts most—brain power.

Are citizens of the U. S. aware that they are investing only a little over three per cent of their income for public schools? Missouri is below the national average in this respect with a figure of 2.52 per cent.

We find funds for new cars, TV, Hi-Fi, fashion changes, recreation and tiddlywinks.

A bystander might think we were trying to win an appliance, gadget or tail fin race with Soviet Russia.

We are slow to make funds available to lower class sizes from 45 to 25; pay teachers an average salary immediately of \$7,500 instead of \$4,500; have full-day schooling instead of halfday sessions; retain top talent in teaching instead of perpetuating the present exodus.

Schools are given ponderous assignments. From the horde of diversities, we expect them to embolden the timid, sharpen the dull, spur the laggard, burnish the bright and tame the rebellious. Schools are expected to make every child good, healthy, competent, happy and useful.

All of this must be done on a shoe string budget.

In Missouri the most immediate help could come with the financing of the School Foundation Program. It will help close the gap in state support. However, it is not expected to make up the difference between the \$102 per pupil now provided from state funds and the average of \$160 for the United States.

With the federal government currently collecting seven out of every ten tax dollars, we must look to this source for additional support.

Our nation today has many of the same sociological characteristics of a community as did the people with the boundaries of a rural school district not too many years ago. From the standpoint of sound financial support, a case might be made in which we consider the whole of the United States as one school district. Equalization of educational opportunities would certainly bring this closer to realization.

In the meantime, education deserves the best support possible from the state and national governments because: It increases individual earning power; lowers military rejections; raises standards of living; reduces crime; stimulates the economy; enriches personal living; and strengthens democracy.



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